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ABSTRACT

This document contains dental assisting competencies and competency-based performance objectives, learning activities, resources, and evaluation procedures for each competency that was adapted and developed by instructors of dental assisting to suit the needs and legal parameters of Pennsylvania. The competencies and associated elements are intended to help Pennsylvania health occupations educators determine curriculum. The document consists of an abstract that briefly describes the project that produced the competencies; an introduction that explains competency-based education; a section that analyzes health care occupations; a section that explains performance objectives; a section that tells how the project objectives were met in the production of the competencies and other elements; a summary; a 14-item bibliography; and an appendix that contains all the competencies and associated elements. In the appendix, the 71 competencies are arranged in 16 instructional units, entitled Role and Responsibility, Clinical/Administrative Office Management, Communications, Microbiology/Dental and Surgical Asepsis, Dental Laboratory Duties, General Chairside Procedures, Expanded Functions, Dental Anatomy/Histomorphology, First Aid/Cardiopulmonary Resuscitation, Dental Radiology, Medical/Dental Terminology, Safety, Pharmacology, Nutrition, Special Dental Needs, and Career Opportunity/Employment Preparation. Each competency is accompanied by objectives, learning activities keyed to resources, list of resources, and evaluation procedures. (CML)

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FINAL REPORT

DENTAL ASSISTING COMPETENCIES

PDE 85-9055

by

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CURRICULUM DEVELOPMENT AND UTILIZATION

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Sonia Myers - Centre County Vocational Technical School

Karen Riley - Altoona Area Vocational Technical School

Cynthia Wittman - Forbes Road East Area Vocational Technical School

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ABSTRACT

The purpose of this project is to adapt existing competencies, available from a number of resources, to meet the needs of dental assisting education within the legal parameters set by Pennsylvania. Specifically, this project will assist local dental assisting instructors to meet regulations 6.1 and 6.32 of Chapter 6 from the Pennsylvania Department of Education (PDE) which requires that local school districts submit the following evidence:

A description of the program and its competency-based philosophy includes a series of courses with the following essential elements, including documented sources:

1. content based on occupational analysis;

2. clearly stated performance objectives deemed critical to successful employment to be achieved by students;

3. performance objectives which include (a) the conditions under which the task will be performed, (b) a description of the task, and (c) a standard for how well the task shall be performed; and

4. assessment of student performance based on present performance standards (PDE Form 3029C).

After the competencies specific to Pennsylvania were written, a group of experienced teachers from the field developed competency-based performance objectives, learning activities, resources, and evaluation criteria for each competency. After competencies are chosen based on local needs, dental assisting instructors will be able to access these materials and choose learning activities and resources available in their local communities.

INTRODUCTION

Competency-based Education

In the early 1970s, Pennsylvania moved toward competency based vocational education when educators became concerned about the quality of vocational curricula in the state. Dittenhafer (1984) reported that the emphasis became stronger with the adoption of a policy statement encouraging area vocational technical schools, high schools, intermediate units, and community colleges to use a competency-based program as well as a detailed implementation model. Buttram, Kershner, Rioux, and Dusewicz (1987) completed an evaluation of competency-based vocational education (CBVE) in Pennsylvania and reported that

> In spite of the absence of a supportive database, almost all of the officials and teachers advocated the continuation of CBVE. They also felt, however, that the state must take a number of prescriptive actions if CBVE was to continue. These include the development of more definitive policies on CBVE, provision of state funds to modernize and/or develop curriculum and programs for high technology areas, revision of vocational education teacher certification requirements to include coursework on CBVE, evaluation of CBVE impacts, and identification of exemplary sites for schools to visit (p. 54).

The concept of competency-based education means different things to different people. Competency-based education (CBE) was defined by Jonasson (1978) as "a data-based, adaptive, performance-oriented set of processes that facilitate, measure, record, and certify within the context of flexible time parameters the demonstration of known, explicitly stated, and agreed upon learning outcomes that reflect successful functioning in life roles"

(p. 31). He supported the CBE concept as an egalitarian model of education representing a fundamental belief in human equality:

1. equal treatment through commonly shared student objectives, identical evaluation methods, and identical instructional materials;

2. equal opportunity through equal access to materials and student determined rate of instruction and goals; and

3. equal authority with commensurate responsibility through the student's selection of learning experiences and responsibility for goal attainment (Jonasson, 1978, p. 32).

The entire issue of the May 1978, Phi Delta Kappan, addressed the pros and cons of competency-based education. Supporters of CBE advocate granting credits and degrees solely on the basis of demonstrated performance rather than on coursework completed or time spent in the classroom. They argue that CBE will produce higher academic standards, more broadly education faculty, greater institutional accountability, and most important, graduates with high level skills. Opponents charge that CBE will mechanize learning, restrict academic freedom, enlarge administrative bureaucracy, and place unrealistic demands on students.

Blank (1987) identified four essential components of an occupational training program that is competency-based:

1. is based on job validated, concisely stated outcomes (tasks, competencies, etc.) that clearly indicate to all concerned exactly what the student will be able to do upon successful completion of the training;

2. delivers instruction to the trainee in an appropriate manner that, within the limits of practicality, allows the trainee to speed up, slow down, and repeat instruction in each unit of learning as needed to learn efficiently;

3. whenever possible, both requires and helps the student to reach a high level of proficiency in one unit of learning, typically 90 to 100 percent mastery, before being forced or allowed to proceed to the next unit; and

4. evaluate students on their ability to perform stated outcomes; the shift is toward performance testing and away from knowledge testing (pp. 36-37).

Fretwell (1987) noted that the term competency-based usually indicates that instruction content is determined by the tasks required to complete a specific job and he identified four basic characteristics of CBE:

1. identify the specific level of skill and knowledge needed to perform the occupation in the marketplace;

2. tailor instructional materials that will enable trainees to learn these skills at an individual pace and in ways to learn best;

3. assess student progress and mastery at each level of training activity; and

4. update and modify the instruction materials as job needs change. The characteristics of competency based education were basically similar as stated by various authors. The terminology was used interchangeably in competency-based instruction, competency-based training, competency-based education, competency-based vocational education, and competency-based adult education. Implicit in the literature was the foregone conclusion that competency-based education was the alternative to traditional education so that discussion focused on the diversity of methods, policies, and procedures of implementation and evaluation as well as process, rather than on the pros and cons of the viability of competency education.

OCCUPATIONAL ANALYSIS

Health care is the second largest industry nationally. The growth of the health care industry requires knowledgeable and competent employees at all levels. Public demand for quality health care services calls for improved use of presently employed personnel and an increase in the number of available, prepared workers (Richards, 1980) such as dental assistants (Barbour, 1987). By 1990, it is estimated that 68.6 million persons will have dental service coverage (North Carolina State Department of Public Instruction, 1985) thereby increasing the demand. A predicted 49.3 percent increase in the number of dental assistants will be needed between 1984 and 1995 (U.S. Department of Labor, 1984). However the demand is increasing more than the supply (Barbour, 1987; Gallagher, 1988). In addition to the work force demand, the impact of technology in health careers has led to increased complexity in health care including ancillary health care to patients (Barbour, 1987; Klemovage, 1985), thereby increasing the demand for well-qualified ancillary health care personnel.

A study of health occupations education revealed that the field is affected by changing employment needs, technological demands, and the effect of an increased elderly population as well as expected enrollment declines in health occupations programs. Personnel in health care may be insufficient to meet future demands (Barbour, 1987).

The education and training of many personnel in health care are the responsibility of health occupations education, an area of vocational education. The task of preparing youth and adults for their roles in today's labor market has become increasingly complex due to changes in technology and research discoveries. Since 1917, federal legislation has supported public education as a means for preparing a skilled work force.

As the mission continues, vocational educators seek better methods to educate, upgrade, and retrain the nation's work force. The accelerated rate of changes and technological discoveries in health care stresses the need to revise curricula in order to provide current and well education health care providers. Statewide vocational health occupations education programs need to be examined to determine if students are being prepared for entry-level positions with the competencies required in the 1990's (Barbour, 1987). The purpose of health occupations education is to prepare persons adequately for entrance into health care occupations (Richards, Evans, Herr, 1988). Gallagher (1988) notes that curricula should reflect the competencies and skills that are marketable and up to date. Broad definitions give a general overview of what is expected of the dental assistant. According to the 1986-1987 Occupational Outlook Handbook,

> employment of dental assistants is expected to grow much faster than the average for all occupations through the mid 1990's. Demand for dental care is expected to continue to rise because of population growth, rising real incomes, and more widespread availability of dental insurance. Provided they have a large enough practice, dentists have a powerful incentive to hire assistants--if they delegate routine tasks to dental assistants, they can use their time for more remunerative procedures (p. 314).

Dental assisting is a program that combines subject matter and experiences designed to prepare a person to assist the dentist at the chairside in the dental operatory, to perform reception and clerical functions, and to carry out selected dental laboratory work (Barbour, 1987).

Curriculum materials from a number of resources were reviewed to determine the competencies required for the Commonwealth of Pennsylvania,

e.g., V-TECS, Oklahoma State Curricula, Indiana Health Occupations Education Competencies, Illinois Health Occupations Education Competencies. After the competencies specific to Pennsylvania were written by teachers currently employed in teaching the specific health occupation, a group of teachers developed competency-based performance objectives, learning activities, resources and evaluation criteria for each competency.

It is important for dental assisting teachers to evaluate which of these competencies are important for their individual communities. This evaluation should be done by the local education agency in cooperation with the occupational advisory committee to maintain local autonomy in school curricula.

PERFORMANCE OBJECTIVES

Performance objectives state clearly what is to be achieved by students of a program. Such statements usually include three components: (a) the conditions under which the task will be performed, (b) the behavior to be measured, and (c) the standard for how well the task must be performed (Mager, 1984).

Condition

The condition part of the objective outlines the circumstances under which the student will be required to perform the activity. This portion of the objectives describes (a) what equipment, supplies or materials will be given to the student; (b) what materials the student will be denied access to; (c) what setting the performance must be demonstrated in; (d) what information the student may be provided that will direct the action in a certain way; or (e) what amount of time will be allowed for the performance to be accomplished.

Performance or Behavior

The performance or behavior part of the objective describes what the student will be doing. It must contain an observable response that can be measured.

Criterion

The criterion part of the performance objective describes the degree of proficiency that must be reached in carrying out the performance; in other words, this part describes how well the student must be able to do the job. The criterion tells the student and teacher what level of performance is required in order for the performance objective to achieved.

PROJECT OBJECTIVES

OBJECTIVE 1: DEVELOP A SET OF COMPETENCIES THAT WILL MEET LEGAL PARAMETERS SET BY PDE FOR DENTAL ASSISTANT AND ASSIST THE LOCAL TEACHER TO COMPLY WITH DOCUMENTED EVIDENCE OF PLANNING, OCCUPATIONAL ANALYSIS, AND INDUSTRY VALIDATION IN MEETING CHAPTER 6 REQUIREMENTS FROM PDE.

Although four experienced dental assistant teachers were chosen in cooperation with Helen Swaincott, Program Specialist, PDE, only three were able to meet at Penn State for three days to review and analyze national, state, and local resources (D.O.T.; Occupational Handbook; Federal Labor information; V-TECS; state curricula from Oklahoma, Illinois, Indiana, Florida; textbooks). Using these resources, dental assisting competencies were identified and competency-based performance objectives were written. The following two days were used to write learning activities, resources, and levels of expected achievement for each competency.

OBJECTIVE 2: CONVENE A STATEWIDE PDE ADVISORY COMMITTEE WHICH WILL CONSIST OF TEACHERS AND INDUSTRY PERSONNEL TO VALIDATE THE

SET OF COMPETENCIES REQUIRED FOR DENTAL ASSISTANT.

At a statewide meeting of health occupations education teachers, other experienced dental assisting teachers examined the competencies and competency-based performance objectives. One of three decisions was reached for each competency: accept, reject, or revise. The teachers were asked to recommend additional competencies required for dental assisting. Following this statewide meeting, the three original teachers met and revised the competencies as suggested or developed new competencies based on input from the teachers. An industrial-based task force met on February 15, 1989 in Harrisburg to examine the revised competencies and competency-based performance objectives. The task force was asked to make the same decisions as the health occupations education teachers.

OBJECTIVE 3: DEVELOP COMPETENCY-BASED PERFORMANCE OBJECTIVES, STUDENT LEARNING ACTIVITIES, RESOURCES, AND EVALUATION ITEMS FOR EACH COMPETENCY USING EXPERIENCED TEACHERS IN THE DENTAL ASSISTANT FIELD.

Competency-based performance objectives, student learning activities, and resource lists have been developed for each competency (Appendix A). Because of time limitations, evaluation items have not been written but level of achievement has been specified for each competency (Official approval of project was received November 15, 1988).

DENTAL ASSISTANT COMPETENCIES

Unit Number: 1000

Unit Title: Role and Responsibility

Competency #1: Identify role and duties of the Dental Assistant.

1. Explain the role of the dental assistant as a member of the health care team.
2. Differentiate between multiple skills of the dental assistant.
3. Recognize the occupational titles which refer to the various roles of the dental assistant.

4. Explain the basic requirement necessary for a dental assistant.
5. List and explain the dentist's titles and related specialties.
6. List and explain the administrative duties of the dental assistant.
7. List and explain the clinical duties of the dental assistant.
8. Explain the interrelationship and significance of the two main divisions of the dental assistant's duties.

Competency #2: Identify professional and personal standards of the Dental Assistant.

1. Identify the desirable personal characteristics of the dental assistant.
2. Explain the standards of professional appearance.
3. Define human relations.
4. Identify methods of maintaining good physical, mental, and emotional health.
5. Recognize the importance of good study habits regarding the preparation and formation of a dental assistant.
6. Define, pronounce, and spell correctly all important terms in this unit.

Competency #3: Identify the basics of dental ethics and dental law.

1. Explain dentist licensure requirements, methods of obtaining licensure and revocation of licensure.
2. Define the components of public and private law.
3. Recognize the difference between ethics and law.
4. Explain dental ethics, specifically of particular concern to the dental assistant.
5. Describe professional liability.
6. Explain dentists' rights.
7. Explain patients' rights.
8. Identify and describe dental records.
9. Define, pronounce, and spell correctly all important terms related to this unit.

Competency #4: Implement HOSA into the curriculum.

1. Describe the history and purpose of HOSA and other vocational student organizations.
2. Recite the HOSA Creed and Motto.
3. Explain membership categories and procedures for joining HOSA.
4. Demonstrate basic parliamentary procedure and leadership skills necessary for formal meetings.
5. Demonstrate competitiveness as required in the world of work.
6. Identify duties and responsibilities of chapter officers.
7. Identify function of standing and special committees.
8. Discuss annual plan for a HOSA chapter.
9. Identify community service as an integral function of HOSA.
10. Identify proper HOSA uniform and name HOSA colors.
11. Demonstrate proper social graces and etiquette.
12. Demonstrate an awareness of State and National HOSA conferences.
13. Demonstrate an awareness of National HOSA constitution and by-laws.
14. Explain HOSA ritual ceremonies.

15. Define and pronounce all related terms.

Competency #5: List and define community resources.

1. Identify available community resources and procedures used to contact agencies.
2. Describe types of assistance, aid and/or treatment provided by the agencies.
3. Explain who can benefit from the community resources.
4. Differentiate between governmental and non-governmental agencies.
5. Define, pronounce, and spell correctly all important terms in this unit.

Unit Number: 1001

Unit Title: Clinical/Administrative Office Management

Competency #1: Describe and discuss office reception skills.

1. Utilize correct telephone techniques when using an office telephone.
2. Explain and maintain office appointment scheduling.
3. Define and explain daily scheduling.
4. Define, pronounce and spell correctly all important terms related to this unit.

Competency #2: Describe and discuss office management skills (bookkeeping, filing, inventory, sort mail, etc.).

1. Identify and describe the types of dental practice organizations.
2. Describe three types of bank accounts and the advantages of each.
3. Explain use of deposit slip and prepare receipts for deposit.
4. Manage petty cash.
5. Explain two types of dental records.
6. Recognize the procedure for check writing and statement reconciliation.
7. List the components of billing and collection policies.
8. Describe methods of preparing patients' statements of account.
9. Explain a dentist's fee schedule.
10. Identify and explain guidelines for incoming and outgoing mail.
11. List and discuss equipment and supplies necessary for processing mail.
12. List components of a patient record filing system.
13. Describe office inventory procedures.

Competency #3: Identify and differentiate office records and forms.

1. Identify and explain a statistical data sheet.
2. Identify and explain a dental history record.
3. Explain purpose and content of specific forms for diagnostic tests and procedures.
4. Identify and discuss types of insurance forms and 3rd party reimbursements.
5. Explain types of billing forms and records.

6. Describe and complete claim forms.
7. Define, pronounce and spell correctly all important terms related to this unit.

Competency #4: List and explain office equipment and its proper use (telephone, copier, typewriter, computer, intercom, calculator, dictation machine, checkwriter and adding machine).

1. Explain and demonstrate use of the telephone.
2. Explain and demonstrate the use of the office copier.
3. Explain and demonstrate the use of the electric typewriter.
4. Explain and demonstrate the use of a computer.
5. Explain and demonstrate the use of an intercom system.
6. Explain and demonstrate the use of a calculator/adding machine.
7. Explain and demonstrate the use of the dictation/transcription machine.
8. Explain and demonstrate the use of a checkwriter.
9. Explain techniques for acquiring machine repair services and scheduled maintenance.
10. Identify troubleshooting steps.
11. Define, pronounce and spell correctly all important terms related to this unit.

Unit Number: 1002

Unit Title: Communications

Competency #1: Identify and discuss verbal and non-verbal communication (telephone skills, tape recorder, clinical data).

1. Differentiate between verbal and nonverbal communication.
2. Describe the problems involved in telephone versus person-to-person communication.
3. List six factors that are included in the development of telephone personality.
4. Give examples of nonverbal communication.
5. Explain how verbal and nonverbal communication can sometimes be misinterpreted.
6. Discuss the importance of dress in nonverbal communications.
7. Describe ways that tone and speed of speech can affect the message.
8. Recognize three different approaches in obtaining patient information.
9. Demonstrate interviewing techniques.
10. Define and pronounce all terms relating to this unit.

Competency #2: Identify and discuss written communication (charting, letter writing and clinical data).

1. Recognize five basic style forms for typing letters in the dental office.
2. List the rules that apply to letter construction.
3. Identify the component parts of a letter.
4. Describe the purpose of proofreading and editing.
5. Recognize the steps of charting.

6. Explain how to make corrections in the patient record.
7. Explain the purpose of the patient record.
8. Utilize the basic rules for charting.
9. Prepare letters for mailing.

Competency #3: Describe and discuss interpersonal skills (staff/patient etc.).

1. Describe the role of the dental assistant in patient teaching.
2. Describe the dental assistant's role as an attitude transmitter.
3. Describe approaches that are helpful in dealing with the patient's family and friends.
4. List special communication problems.
5. List and describe listening skills.
6. Differentiate between empathy and sympathy.
7. Explain importance of understanding the patient and his actions.
8. Demonstrate greeting the patient in the office.
9. Describe the basic pattern of communication.

Unit Number: 1003

Unit Title: Microbiology/Dental and Surgical Asepsis

Competency #1: Identify principles and purposes of dental and surgical asepsis.

1. Explain dental and surgical asepsis with application to the health care field.
2. Discuss common microbes associated with daily life.
3. Describe causes of infection.
4. Identify methods of transmission.
5. Discuss the immune system and body defenses against disease.
6. Discuss clean and sterile technique.
7. Identify appropriate universal precautions for blood & body fluids.
8. Define, pronounce and spell correctly all important terms in this unit.

Competency #2: Explain proper procedures for disinfection, sterilization, and maintenance of dental equipment.

1. Identify the importance of microbial control.
2. Recognize the factors that help control the growth of microorganisms.
3. Discuss techniques to destroy microorganisms.
4. Disinfect and maintain dental laboratory equipment (lathe, bench engine, and model trimmer).
5. Disinfect and maintain operatory equipment (handpieces, prophy angles, contrangles, high and low evacuation systems).
6. Disinfect and maintain X-ray equipment (chairside developer, automatic and manual processor).
7. Define, pronounce and spell correctly all important terms in this unit.

Competency #3: Discuss isolation techniques.

1. Identify common types of infectious disease.
2. Discuss the purpose and principles of isolation.
3. Explain procedures for isolation.
4. Define, pronounce and spell correctly all important terms in this unit.

Unit Number: 1004

Unit Title: Dental Laboratory Duties

Competency #1: Demonstrate preparation of impression materials and custom trays.

1. Describe function and properties of impression materials.
2. Explain the procedure for mixing materials.
3. Demonstrate competency in taking impressions.
4. Fabricate custom trays for impressions.

Competency #2: Prepare final impressions.

1. Discuss purpose and criteria of final impressions.
2. Prepare a final impression.

Competency #3: Trim and finish a model.

1. Discuss the purpose and procedure for trimming and finishing models.
2. Demonstrate the procedure and technique of trimming and finishing models.

Competency #4: Demonstrate procedure for repairing acrylic dentures.

1. Discuss the procedure for repairing acrylic dentures.
2. Demonstrate how to repair acrylic dentures.

Competency #5: Demonstrate preparation of dental cements/bases.

1. Mix zinc phosphate powder and liquid to the correct consistency for a base.
2. Mix zinc phosphate powder and liquid to thin and stringy type consistency for cementation.
3. Prepare zinc polyacrylate cement for cementation.
4. Prepare zinc polyacrylate cement for a base.
5. Prepare zinc-eugenol material for a base.
6. Prepare zinc oxide-eugenol material for a temporary restoration.
7. Mix silico-phosphate material for cementation.
8. Prepare glass ionomer cement for cementation.

Competency #6: Demonstrate preparation of cavity liners/bases.

1. Prepare calcium hydroxide material for a base.
2. Prepare calcium hydroxide material for a cavity liner.

3. Prepare zinc phosphate powder and liquid for a base.
4. Prepare zinc oxide eugenol for a base.
5. Prepare polyacrylate material for a base.
6. Prepare glass ionomer material for a base.
7. Prepare cavity liner material to the proper consistency for a liner.

Competency #7: Demonstrate preparation of resins.

1. Identify materials required for the preparation of resins.
2. Practice preparation of resins.

Competency #8: Demonstrate preparation of surgical pack materials.

1. Identify and define surgical pack materials.
2. Explain how surgical pack materials are prepared.
3. Practice preparing surgical pack material.

Competency #9: Demonstrate preparation of gypsum products.

1. Describe the preliminary considerations when using plaster of paris and stone.
2. Identify the factors which influence the setting time of gypsum products.
3. Discuss charactistics and methods of spatulation of model plaster.
4. Demonstrate pouring an alginate impression in plaster.
5. Trim a model.
6. Assess the completed model using the check-off sheet.

Competency #10: Operate hydrocolloid unit.

1. Describe the tempering process for reversible hydrocolloid impression material.
2. Identify the methods used for producing a desirable hydrocolloid impression.
3. Demonstrate the operation of a hydrocolloid unit.

Competency #11: Assist with fabrication of acrylic mouth guard.

1. Discuss the purposes of mouth guards.
2. Describe the materials and equipment required to fabricate a mouth guard.
3. Demonstrate the procedure for fabricating mouth guards.

Unit Number: 1005

Unit Title: General Chairside Procedures

Competency #1: Evacuate oral cavity during a dental procedure.

1. List and demonstrate the eight safety precautions involved in using the high volume evacuator (HVE).
2. Explain and demonstrate the evacuation of the oral cavity.
3. Explain and demonstrate use of the saliva ejector.

Competency #2: Assist with the application of topical anesthesia.

1. Prepare a tray set-up for a topical and local anesthetic.
2. Assist the dentist with the application of a topical anesthesia.
3. Assist the dentist with the injection of a local anesthetic.

Competency #3: Explain preoperative and postoperative instructions.

1. Identify and define terms.
2. Explain preoperative and postoperative instructions and their importance to other students.

Competency #4: Chart dental conditions.

1. Identify and use appropriate universal tooth identification, abbreviations, and codes for charting dental conditions.
2. List patient personal data to be recorded.
3. Identify charting systems.
4. Take and record patient medical/dental history.
5. Record patient treatment.

Competency #5: Identify, select, and demonstrate proficiency using different types of instruments.

1. Identify the name and purpose of each instrument.
2. Select the appropriate instruments for each type of procedure.

Competency #6: Seat and dismiss patients and maintain operatory between patients.

1. Receive and seat patients.
2. Demonstrate the proper procedure for positioning a patient, operator and chairside assistant in four-handed dentistry.
3. Demonstrate the steps in maintaining the operatory between patients.

Competency #7: Prepare a basic anterior composite tray set-up.

1. Review instruments, rubber dam, and evacuation.
2. Explain and practice tray set-ups with appropriate materials.
3. Provide materials and instruments for an evacuation.
4. Assist with aesthetic restorations in the dental clinic.
5. Prepare and explain the basic anterior composite tray set-up.

Competency #8: Prepare an amalgam restoration.

1. Discuss the principles of mercury hygiene.
2. Prepare a chart listing the hazards of mercury.
3. Describe materials and instruments needed to prepare an amalgam restoration.
4. Prepare and assist with amalgam restorations.

Competency #9: Prepare an oral surgery instrument tray.

1. List the required steps to assist the dentist with oral surgery.
2. Identify and explain equipment and materials required for oral surgery.
3. Prepare a basic oral surgery instrument tray.
4. Discuss post-operative instruction for oral surgery patients.

Competency #10: Prepare a tray set-up for periodontal treatment for scaling and subgingival curettage.

1. Review and practice passing and receiving instruments.
2. Identify and explain equipment and materials required for scaling and curettage.
3. Prepare basic periodontal tray setup.
4. Review periodontal charting.

Competency #11: Place, assist and remove rubber dam.

1. Identify equipment and materials required.
2. List reasons for the When and Why a rubber dam is to be used.
3. Demonstrate the application and removal of a rubber dam.
4. Demonstrate the proper position to maintain a clear operating field.

Competency #12: Identify, clean, and sterilize burs.

1. Identify and draw the following burs: round, inverted cone, straight fissure crosscut, and straight fissure plain cut.
2. Match the correct bur to its correct usage.
3. Demonstrate cleaning and sterilizing carbide burs and diamond stones.

Competency #13: Explore the value of anticariogenic agents.

1. Prepare a tray set-up containing the items needed to apply topical fluoride.
2. Discuss the value of fluoride as a anticariogenic agent.
3. Discuss the various fluorides used as anticariogenic agents.

Competency #14: Assist with a routine endodontic dental examination and root canal.

1. Discuss purpose and indications for endodontic treatment.
2. Identify and discuss the purpose of the electric pulp tester.
3. Prepare tray set-ups for a routine endodontic dental examination and root canal.

Competency #15: Assist with an oral prophylaxis treatment.

1. Identify and discuss the purposes of oral prophylaxis treatment
2. Prepare a tray set-up for an oral prophylaxis procedure.

Competency #16: Demonstrate proper oral hygiene.

1. Develop an educational program on oral hygiene.
2. Demonstrate oral hygiene care to children, peers, and the elderly.

Competency #17: Assemble a Tofflemire Matrix Retainer.

1. Discuss the function and purpose of the tofflemire matrix retainer.
2. Prepare, place and wedge a Tofflemire Retainer on a posterior tooth or a typodoxt model.
3. Remove matrix band and sterilize retainer.

Unit Number: 1006

Unit Title: Expanded Functions

Competency #1: Replace and remove periodontal surgical pack.

1. Review the purpose and functions of surgical packs.
2. Demonstrate the replacement and removal of surgical packs.

Competency #2: Cement and remove temporary bands and crowns.

1. Describe the materials needed to cement and remove temporary bands and crowns.
2. Demonstrate the procedure for cementing and removing temporary bands and crowns.

Competency #3: Place bases.

1. Describe the materials and equipment needed to place bases.
2. Demonstrate the procedure for placing bases

Competency #4: Place, condense and carve restoration.

1. Describe types of situations in which it is important to place, condense, and carve restorations.
2. Demonstrate the procedure for placing, condensing and carving restorations.

Unit Number: 1007

Unit Title: Dental Anatomy/Histomorphology

Competency #1: Describe structure and functions of the oral cavity.

1. Describe the structure and functions of the muscles of mastication and facial expression.
2. Describe the structure and functions of the muscles of the tongue.

Competency #2: Describe structure and functions of the tooth.

1. Describe the development of tooth buds and teeth.
2. Discuss the composition of teeth.
3. Discuss the purpose and function of tissues surrounding the teeth.

4. Demonstrate procedures for checking occlusion and retracting.

Competency #3: Measure teeth using the boley gauge.

1. Describe the boley gauge.
2. Demonstrate accurate measurement of several teeth using the boley gauge.

Competency #4: Measure and carve a tooth.

1. Layout and carve a maxillary first incisor, canine, first bicuspid and first molar with correct anatomical features and measurements.
2. Layout and carve a mandibular first incisor, canine, first bicuspid and first molar with correct anatomical features and measurements.

Competency #5: Describe the structure and functions of facial, neck, and organ nerves and the effects of anesthesia on the nervous system.

1. Identify the cranial nerves and their functions.
2. Relate the enervation of the maxillary division and mandibular division to specific soft tissues of the oral cavity and teeth located on the maxillae and mandible.
3. Distinguish between block/infiltration anesthesia.
4. List the types of local anesthesia and select the most common types used in a dental office.

Competency #6: Describe the structure and functions of the circulatory/ respiratory systems.

1. Trace the path of blood through the heart.
2. Identify the common carotid artery and its branches.
3. Describe the functions of the carotid artery.
4. Identify the veins of the head and their functions.
5. Identify the main parts of the respiratory system.
6. Discuss the functions of the respiratory system.
7. Take a blood pressure, temperature, pulse, and respirations.

Competency #7: Describe the structure and function of the musculoskeletal system.

1. Describe muscles of the oral cavity.
2. Discuss the function of muscles in the oral cavity.
3. Identify bones of the skull and discuss their functions.

Competency #8: Describe the structure and function of the digestive system.

1. Identify the main organs of the digestive system.
2. Discuss the functions of the digestive system.

Unit Number: 1008

Unit Title: First Aid/CPR

Competency #1: Define and discuss principles of first aid.

1. Explain the initial stages of first aid.
2. Identify situations requiring first aid intervention.
3. Discuss implementing the emergency medical system.
4. Report emergencies accurately and immediately.
5. Define, pronounce and spell correctly all important terms in this unit.

Competency #2: Identify, describe and demonstrate first aid for common accidents.

1. Recognize the need for first aid.
2. Identify and implement approved first aid techniques.
3. Define, pronounce and spell correctly all important terms in this unit.

Competency #3: Identify, describe and demonstrate dental emergency procedures.

1. Recognize the need for first aid.
2. Identify and implement approved first aid techniques in emergency situations.
3. Explain and demonstrate CPR.
4. Define, pronounce and spell correctly all important terms in the unit.

Unit Number: 1009

Unit Title: Dental Radiology

Competency #1: Demonstrate radiological health safety skills.

1. Identify and define terms associated with radiation safety.
2. List purposes of radiation safety.
3. List dangers of overexposure to radiation.
4. Practice patient safety measures which provide x-ray protection.
5. Practice operator safety measures to provide x-ray protection.
6. Identify techniques used for monitoring individuals.
7. Practice radiation safety measures.

Competency #2: Describe and demonstrate radiology production.

1. Label the parts of the x-ray machine.
2. Identify and describe the functions of the parts of the x-ray tube.
3. Describe effects of mA and KVP settings.
4. List the properties of x-rays.

Competency #3: Describe and produce intraoral and extraoral films.

1. Distinguish between intraoral and extraoral films.
2. Distinguish between film requirements for full mouth exposures of adults and children.
3. Describe proper film storage.

4. Identify cephalometric, panoramic and posterio-anterior skull radiographs.
5. Identify images produced by extraoral radiographs.

Competency #4: Distinguish bisecting angle and paralleling techniques.

1. Compare imaging of paralleling versus bisecting angle techniques.
2. Place and expose intraoral films (bitewing, periapical, occlusal) using bisecting angle technique.
3. Place and expose intraoral films (BWX, P.A. and occlusion) using paralleling technique.
4. Identify and describe the function of commonly used holding devices.
5. Assemble XCP instruments with film.

Competency #5: Demonstrate darkroom and processing techniques and mounting radiographs.

1. List components of the developer and fixer.
2. Identify common darkroom errors.
3. Identify the armamentarium found in the darkroom.
4. Demonstrate manual processing.
5. Demonstrate automated film processing.
6. Demonstrate chairside processing.
7. Identify the buccal and lingual side of the film.
8. Identify radiopaque and radiolucent anatomical landmarks.
9. Differentiate between diagnostic and undiagnostic laboratory quality.
10. Mount developed radiographs.

Unit Number: 1010

Unit Title: Medical/Dental Terminology

Competency #1: Identify common medical/dental terms.

1. Spell and define common medical/dental abbreviations.
2. Recognize and use medical/dental abbreviations accurately in written communication.
3. Spell, define, and use prefixes, suffixes, roots.
4. Demonstrate familiarity with medical dictionaries.

Unit Number: 1011

Unit Title: Safety

Competency #1: Define and discuss types of safety hazards.

1. Recognize potential office hazards regarding the personnel.
2. Recognize potential office hazards regarding the patient.
3. Define, pronounce and spell correctly all the important terms in this unit.

Competency #2: List and demonstrate proper safety procedures.

1. Define and demonstrate body mechanics.
2. Describe methods of fire prevention in the office.
3. Explain why fire and severe weather drills are needed.
4. Describe an incident form.
5. Describe steps to take in accident proofing an office.
6. Explain policies regarding office safety.
7. Define, pronounce and spell correctly all the important terms in this unit.

Unit Number: 1012

Unit Title: Pharmacology

Competency #1: Identify and discuss apothecary, metric and household units of measurement.

1. Compare apothecary, metric and household measurement.
2. Recognize commonly used weights and measures for metric and apothecary measurements.
3. Differentiate between apothecary, metric and household measurement.
4. Utilize basic mathematical skills.

Competency #2: Describe action, administration, and storage of common dental drugs.

1. Utilize the major pharmacological reference books for drug information.
2. Describe the action of common dental drugs.
3. Describe methods of administration of common dental drugs.
4. Describe factors and methods of drug storage.

Competency #3: Identify and discuss legal implications regarding medications.

1. Describe the legal standards and modes of standards for drug administration.
2. Recognize the legal authority for medications administered by licensed personnel.
3. Recognize the dental assistant code of Ethics.

Unit Number: 1013

Unit Title: Nutrition

Competency #1: Define and explain proper nutrition.

1. Discuss the four food groups.
2. Describe the use of six basic nutrients in the body.
3. Differentiate between fat soluble and water soluble vitamins.
4. Define the function of carbohydrates, fats and proteins in a properly balanced diet, listing two food sources for each category.

5. State nutritional requirements for seven age levels (infant, toddlers, pre-schoolers, school-age, adolescent, adult, geriatric).
6. Define, pronounce and spell correctly all important terms in this unit.

Unit Number: 1014

Unit Title: Special Dental Needs

Competency #1: Describe special dental needs of patients with specific conditions.

1. Discuss special dental problems encountered by the geriatric patient.
2. Explain how educable, trainable, custodial or totally dependent mentally retarded differ and describe their specialized needs for dental care.
3. Describe the special dental needs of patients with diabetes mellitus, epilepsy, muscular dystrophy, rheumatoid arthritis and cardiovascular disorders.
4. Discuss causes, effects, and treatment of oral cancer.

Unit Number: 1015

Unit Title: Career Opportunity/Employment Preparation

Competency #1: Explore health careers/allied health field.

1. Identify work related values, interests and abilities.
2. Describe job outlooks and educational requirements for various health careers.
3. Identify career ladder opportunities.
4. Identify careers according to 13 major categories.
5. Explain career search resources.
6. Define and pronounce all terms associated with this unit.

Competency #2: Identify and discuss job search technique (include job application, interview and resume).

1. Prepare a personal resume.
2. Complete a job application form.
3. Participate in a job interview.
4. Recognize and relate legal responsibilities and dental ethics to interviewer.

Competency #3: List and discuss employment management/retention skills.

1. Determine net income and calculate personal budget.
2. Identify basic tax forms.
3. Identify fundamental work habits.
4. Define and pronounce all terms dealing with this unit.

Competency #4: Discuss job mobility, career changes, termination.

1. Identify parallel and upward mobility in health careers.
2. Identify steps necessary for job termination.
3. Prepare a letter of resignation.
4. Describe/differentiate positive and negative reasons for terminating a job.

OBJECTIVE 4: DISSEMINATE INFORMATION ABOUT THIS PROJECT THROUGHOUT THE STATE VOCATIONAL EDUCATION COMMUNITIES BY PRESENTING THE PROJECT REPORT AT CONFERENCES AND BY DEVELOPING SCHOLARLY MANUSCRIPTS BASED ON THE PROJECT.

Project information was shared at the statewide meeting for health occupations education instructors at State College and at the Second National Health Occupations Education Curriculum Conference in Hartford, Connecticut. Teachers at the statewide Health Occupations Educations meeting have requested copies of the final competencies with competency-based performance objectives, learning activities and resource lists. A manuscript is in process and will be included with the final report to PDE. The manuscript will be submitted to ERIC, Clearing House on Adult, Career and Vocational Education for inclusion in the ERIC database.

SUMMARY

Health occupations educators, new and experienced, may use these statewide competencies to determine curriculum in their communities based on input from local business and industry personnel through occupational advisory committees. In addition, this curriculum complies with documented evidence of planning occupational analysis and industry validation in meeting Chapter 6 requirements from PDE.

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Blank, W.E., (Summer, 1987). A statewide system for competency-based instruction. Journal of Industrial Teacher Education, Vol. 24, No. 4, 36-47.

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Fretwell, D.H. (1987). Challenges to implementing competency-based vocational training programs in developing countries. Journal of Industrial Teacher Education. 24 (4), 47-51.

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Mager, R.F. (1984). Preparing Instructional Objectives, (2nd Ed). Belmont, CA: Pitman Learning.

North Carolina State Department of Public Instruction (1985). Curriculum study: Health occupations education. A report from the health occupations education curriculum study task force to the North Carolina board of education. 1984-1985. Raleigh, N.C.: Division of Vocational Education (ERIC Document Reproduction Services No Ed 272725).

Richards, M.B. (1980). Development of a health occupations teacher education curriculum with validation of teaching functions. Unpublished doctoral dissertation. University Park: The Pennsylvania State University.

Richards, M.B., Evans, J., & Herr, E. (1988). Final report: Educational needs assessment of health occupations education teachers. University Park: the Pennsylvania State University. (ERIC Document Reproduction Services No Ed 296 115).

United States Department of Labor, Bureau of Labor Statistics, (1984). Occupational projections and training data. Bulletin 2206, Washington DC: Author

APPENDIX A

DENTAL ASSISTANT COMPETENCIES

Unit Number: 1000

Unit Title: Role and Responsibility

Competency #1: Identify role and duties of the Dental Assistant.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Explain the role of the dental assistant as a member of the health care team.
2. Differentiate between multiple skills of the dental assistant.
3. Recognize the occupational titles which refer to the various roles of the dental assistant.
4. Explain the basic requirements necessary for a dental assistant.
5. List and explain the dentist's titles and related specialties.
6. List and explain administrative duties of the dental assistant.
7. List and explain clinical duties of the dental assistant.
8. Explain the interrelationship and significance of the two main divisions of the dental assistant's duties.

Learning Activities:

1. Discuss the role of the dental assistant. (Objective 1; Resources 1,2,3.)
2. Identify and discuss the multiple skills of the dental assistant. (Objective 2; Resources 1,2,3.)
3. Place each dental assistant skill in a specific category or appropriate area of dental office responsibility. (Objective 2; Resources 1,2,3.)
4. Develop a chart to identify occupational titles. (Objective 3; Resources 1,2,3.)
5. Identify and list the basic requirements for the dental assistant. (Objective 4; Resource 1,2,3.)
6. Define and correctly spell each dentist's title and specialty area. (Objective 5; Resources 1,2,3.)
7. Match dentist's title with appropriate specialty. (Objective 5; Resources 1,2,3.)
8. View and discuss slide series #1 to #61--Professional Projection for Health Careers. (Objective 1; Resource 5.)
9. Identify, list, and discuss administrative duties of the dental assistant. (Objective 6; Resources 1,2,3,4,6.)
10. Identify, list, and discuss clinical duties of the dental assistant. (Objective 7; Resources 1,2,3,7,8,9.)
11. Role-play appropriate duties of the dental assistant. (Objectives 6,7; Resources 1,2,3,6,7,8,9.)
12. Identify, define and demonstrate supplies, instruments, and equipment related to specific duties (Objectives 6,7,8; Resources 1,2,3,10,22.)
13. Develop charts, differentiating and then combining the two main divisions of duties of the dental assistant. (Objective 8; Resources 1,2,3,4,6,8)

14. Discuss with a dental assistant his/her job responsibilities. (Objective 1,2,3,4,5,6,7,8; Resource 12.)
15. Complete all related assignment sheets. (Objectives 1,2,3,4,5,6, 7,8; Resources 1,2,3.)

Resources:

1. Anderson, Pauline C. and Martha R. Burkard. Dental Assistant. 5th Ed., New York: Delmar, 1987.
2. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
3. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
4. Ehrlich, Ann. Business Administration for the Dental Assistant. 3rd Ed., Illinois: Colwell Systems, Inc., 1988.
5. Slides: Professional Projection for Health Careers. Bronx, New York: MPC Educational Publishers, Division of Milady Public Corporation, 1977.
6. Douglas. Secretarial Dental Assistant. Delmar Publisher.
7. Expanded Functions for Dental Assistants, Blue Book.
8. Ingersol. Patient Management Skills for Dental Assistants and Hygienists.
9. Peterson. The Dentist and the Assistant. C. V. Mosby Company.
10. Colwell Company. Fundamentals for Dental Auxiliaries, Dental Instruments.
11. Carter & Yamen. Dental Instruments. C. V. Mosby Company.
12. Speaker Resources from Community.

Evaluation Procedures:

1. Instructor's observation and rating of role playing.
2. Written quizzes, tests, and workbook assignments which sample objectives 1 through 8 with 85% accuracy.

Competency #2: Identify professional and personal standards of the Dental Assistant.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Identify the desirable personal characteristics of the dental assistant.
2. Explain the standards of professional appearance.
3. Define human relations.
4. Identify methods of maintaining good physical, mental, and emotional health.
5. Recognize the importance of good study habits regarding the preparation and formation of a dental assistant.
6. Define, pronounce, and spell correctly all important terms in this unit.

Learning Activities:

1. List and discuss the desirable personal characteristics of a dental assistant. (Objectives 1,6; Resources 1,2,3,4,5.)
2. Create a characteristic profile of a dental assistant which will include appropriate traits and attributes. (Objectives 1,6; Resources 1,2,3,4,5.)
3. List and discuss each specific aspect of professional appearance. (Objectives 2,6; Resources 1,2,3,4,5.)
4. Differentiate between appropriate and inappropriate appearance and attitudes of a dental assistant. (Objectives 1,2; Resources 1,2,3,4,5.)
5. Using the characteristic profile of a dental assistant, complete a self evaluation. (Objectives 1,5; Resources 1,2,3,4,5.)
6. List and discuss ways and/or methods of dealing with human relationships. (Objectives 3,6; Resources 3,4,5.)
7. Role play dental office situations in dealing with people. (Objective 1,2,3,5; Resources 1,2,3,4,5.)
8. Explain how proper diet, rest, exercise, recreation, and good posture contribute to good mental, physical, and emotional health. (Objectives 2,4,5; Resources 1,2,3,4,5.)
9. Identify and discuss good study habits, helpful hints, and instructor's personal experiences. (Objective 5; Resources 2,3,38.)
10. Complete appropriate assignments. (Objectives 1,2,3,4,5,6; Resources 1,2,3,4,5.)

Resources:

1. Anderson, Pauline C. and Martha R. Burkard. Dental Assistant. 5th Ed., New York: Delmar, 1987.
2. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
3. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and rating of role-playing.
2. Written quizzes, tests, and workbook assignments which sample objectives 1,2,3,4,5,6, with 85% accuracy.

Competency #3: Identify the basics of dental ethics and dental law.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Explain dentist licensure requirements, methods of obtaining licensure and revocation of licensure.
2. Define the components of public and private law.
3. Recognize the difference between ethics and law.

4. Explain dental ethics, specifically of particular concern to the dental assistant.
5. Describe professional liability.
6. Explain dentists' rights.
7. Explain patients' rights.
8. Identify and describe dental records.
9. Define, pronounce, and spell correctly all important terms related to this unit.

Learning Activities:

1. List licensure requirements for dentists. (Objective 1; Resources 1,2.)
2. Describe methods of obtaining licensure. (Objective 1; Resources 1,2.)
3. List exceptions to the need for licensure and revocation of licensure. (Objective 1; Resources 1,2.)
4. Identify and discuss the various branches and/or areas of public, private, and civil law. (Objectives 2,3,5,7,9; Resources 1,2.)
5. Develop a contract between patient and dentist. (Objectives 2,6,7; Resources 1,2.)
6. Create an example of situations that might result in legal action for each of the following: malpractice, negligence, assault, invasion of privacy, false imprisonment, defamation of character, libel, slander, and privileged communication. (Objectives 2,5,7,9; Resources 1,2,3,4.)
7. Describe how contract laws affect health care. (Objective 2; Resources 1,2.)
8. Explain and note the similarities between the American Association Code of Dental Ethics and the American Association of Dental Assistant Code of Ethics. (Objectives 3,4,9; Resources 1.2.3,4.)
9. List at least eight basic rules of ethics for the dental assistant. (Objectives 3,4,9; Resources 1,2,3,4,5.)
10. Complete appropriate consent/request forms as related to this unit. (Objectives 3,4,5,6,7,8; Resources 3,4,5.)
11. Define and give examples of abandonment. (Objectives 2,5,6,9; Resources 3,4,5.)
12. Describe the correct procedure for terminating the dentist-patient contract. (Objectives 5,6; Resources 3,4,5.)
13. List and discuss rights of the dentist in providing dental care. (Objectives 6,9; Resources 3,4,5.)
14. List and discuss rights of the patient in receiving dental care. (Objectives 7,9; Resources 3,4,5.)
15. Explain the criterion for accurate dental records. (Objective 8; Resources 3,4,5.)
16. List the reasons for keeping dental records. (Objective 8; Resources 3,4,5.)
17. Describe ownership of dental office records and who has the right to their information. (Objective 8; Resources 3,4,5.)
18. Complete a patient's dental record using specific forms and information required. (Objectives 8,9; Resources 3,4,5.)
19. Complete appropriate assignments. (Objectives 1 through 9; Resources 1,2,3,4,5.)

Resources:

1. Ehrlich, Ann Dental Jurisprudence. Colwell Systems, Inc.
2. Pennsylvania Dental Practice Act.
3. Anderson, Pauline C. and Martha R. Burkard. Dental Assistant. 5th Ed., New York: Delmar, 1987.
4. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
5. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.

Evaluation Procedures:

1. Written quizzes, tests, and workbook assignments which sample objectives 1 through 9 with 85% accuracy.

Competency #4: Implement HOSA into the curriculum.

Objectives: After completing the following activities, the student with 85% accuracy will be able to:

1. Describe the history and purpose of HOSA and other vocational student organizations.
2. Recite the HOSA Creed and Motto.
3. Explain membership categories and procedures for joining HOSA.
4. Demonstrate basic parliamentary procedure and leadership skills necessary for formal meetings.
5. Demonstrate competitiveness as required in the world of work.
6. Identify duties and responsibilities of chapter officers.
7. Identify function of standing and special committees.
8. Discuss annual plan for a HOSA chapter.
9. Identify community service as an integral function of HOSA.
10. Identify proper HOSA uniform and name HOSA colors.
11. Demonstrate proper social graces and etiquette.
12. Demonstrate an awareness of State and National HOSA conferences.
13. Demonstrate an awareness of National HOSA constitution and bylaws.
14. Explain HOSA ritual ceremonies.
15. Define and pronounce all related terms.

Learning Activities:

1. Discuss vocational student organizations defining HOSA's history, purpose, goals, and membership categories. (Objectives 1,3; Resources 1,2,3,4,5.)
2. Practice HOSA Creed and Motto during meetings. (Objective 2; Resources 1,5.)
3. State procedure necessary to become a HOSA member. (Objective 3; Resource 1.)
4. Role-play basic parliamentary skills using written scripts. (Objective 4; Resource 3.)
5. Prepare an agenda for a meeting. (Objective 4; Resources 2,3,4,5.)
6. Prepare and present a committee report. (Objective 4; Resources 2,3,4,5.)

7. Prepare and present a financial report. (Objective 4; Resources 2,3,4,5.)
8. Participate in chapter meetings as a member-at-large. (Objective 4; Resource 2,3,4,5,6.)
9. Preside over a meeting role playing chairperson. (Objective 4; Resources 2,3,4,5,6.)
10. List chapter officers and their duties. (Objective 6; Resources 1,3,4,5.)
11. Hold an election of officers. (Objective 6; Resources 1,3,4,5.)
12. Perform an installation of officers. (Objectives 6,14; Resources 1,5.)
13. Perform the HOSA emblem ceremony. (Objective 14; Resources 1,5.)
14. List all national HOSA skill, leadership, and team competitive events. (Objective 5; Resources 1,5.)
15. Study or observe a State or National HOSA Leadership Conference. (Objectives 5,12; Resources 1,5.)
16. Compete at a State or National HOSA Leadership Conference. (Objectives 5,12; Resources 1,5.)
17. Serve as a voting delegate at a state or national conference. (Objectives 5,12; Resources 1,5.)
18. Select a competitive event, study the rules of the event and share your knowledge with the instructor. (Objective 5; Resources 1,5.)
19. Compete in classroom events with fellow students. (Objective 5; Resources 1,5.)
20. Name the common standing committees and their duties, and list special committees and their functions. (Objective 7; Resources 1,5.)
21. Create an annual plan showing committee plans, dates, involved persons, and anticipated expense. (Objective 8; Resources 1,5.)
22. Compile a list of community service projects that could involve HOSA. (Objective 9; Resources 1,3,4,5,7.)
23. Select and execute a community service project after listing all necessary steps. (Objective 9.)
24. Identify HOSA uniform and name the HOSA colors. (Objective 10; Resources 1,4,5.)
25. Explore and discuss social etiquette with a Home Economics Teacher. (Objective 11; Resources 1,8.)
26. Practice social graces by participating in dinner at a restaurant as a chapter sponsored activity. (Objective 11; Resources 1,8.)
27. Invite State HOSA Officers to speak to your chapter. (Objective 12.)
28. Discuss the value and purpose of the National HOSA Constitution and Bylaws. (Objective 13; Resource 1.)
29. Start a local HOSA Chapter. (Objectives 1 through 14; Resources 1,2,5.)
30. Run for a state office. (Objectives 1 through 15; Resource 1.)
31. Complete all assignments for this unit. (Objectives 1 through 15; Resources 1,3,4.)

Resources:

1. National HOSA Membership Notebook, Dallas, Texas.
2. Swaincott, Helen. "Implementing HOSA into the Curriculum," Pennsylvania Department of Education, 1987.

3. Jameson, David. Leadership Handbook. New Castle, PA. Author.
4. Oklahoma State Board of Vocational Technical Education, Dental Assistant Basic Core, Oklahoma, 1981
5. National HOSA, HOSA Filmstrips, Dallas, Texas.
6. Robert's Rules of Order, Newly Revised.
7. Community Service Organizations (Girl Scouts, Boy Scouts, Lions/Lioness, Kiwanis, 4H, Church groups, etc.)
8. Speaker Resources from the community

Evaluation Procedures:

1. Written quizzes, tests, and workbook assignments which sample objectives 1 through 15 with 85% accuracy.
2. Complete skills check sheets for parliamentary procedures with 85% accuracy.

Competency #5: List and define community resources.

Objectives: After completing the learning objectives, the student with 85% accuracy will be to:

1. Identify available community resources and procedures used to contact agencies.
2. Describe types of assistance, aid and/or treatment provided by the agencies.
3. Explain who can benefit from the community resources.
4. Differentiate between governmental and non-governmental agencies.
5. Define, pronounce, and spell correctly all important terms in this unit.

Learning Activities:

1. List, define, and explain all available community resources. (Objective 1; Resources 1,2,3,5.)
2. Discuss how to contact each agency. (Objective 1; Resources 1,2,3,5.)
3. Obtain information such as booklets, pamphlets, handouts, concerning different agencies and develop a resource notebook. (Objectives 1,2,3,4,5; Resources 1,2,3,5.)
4. List and discuss governmental and non-governmental agencies as to organization, cost, and services provided. (Objectives 1,2,3,4,5; Resources 1,2,3,5.)
5. Visit various community resources or have personnel provide information regarding their specific services. (Objectives 1,2,3,4; Resources 1,2,3,5.)
6. Complete appropriate assignments. (Objectives 1,2,3,4,5; Resource 4.)

Resources:

1. Bell of Pennsylvania Telephone Directory, current year.
2. Caldwell, Esther, & Hegner, Barbara. Health Care Assistant. 4th Ed., New York: Delmar Publishers, 1985.

3. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
4. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Local Community Resource Publications.

Evaluation Procedures:

1. Instructor's observation and rating of notebook.
2. Written quizzes, tests, and workbook assignments which sample objectives 1,2,3,4,5, with 85% accuracy.

Unit Number: 1001

Unit Title: Clinical/Administrative Office Management

Competency #1: Describe and discuss office reception skills.

Objectives: After completing the learning activities, the student with 85% accuracy, will be able to:

1. Utilize correct telephone techniques when using an office telephone.
2. Explain and maintain office appointment scheduling.
3. Define and explain daily scheduling.
4. Define, pronounce and spell correctly all important terms related to this unit.

Learning Activities:

1. Organize desk space for efficient use of the telephone and essential materials. (Objective 1; Resources 1,2,3,4,5,6.)
2. Explain and demonstrate a professional method of holding and answering the telephone. (Objectives 1,4; Resources 1,2,3,4,5,6.)
3. Describe methods of "screening" and managing incoming calls. (Objective 1,4; Resources 1,2,3,4,5,6.)
4. Identify, explain and complete telephone message forms. (Objectives 1,4; Resources 1,2,3,4,5,6.)
5. Locate and describe the proper use of information available in the telephone book. (Objectives 1,4; Resources 1,2,3,4,5,6.)
6. List and discuss types of appointment books, daily record ledgers and appointments by computer. (Objectives 2,4; Resources 1,2,3, 4,5,6.)
7. Identify and list all specific and/or required entries to the appointment book, ledger and computer. (Objectives 2,4; Resources 1,2,3,4,5,6.)
8. Describe and organize a schedule according to time management and procedures. (Objectives 2,4; Resources 1,2,3,4,5,6.)
9. List and discuss variations to routine scheduling of appointments. (Objectives 2,4; Resources 1,2,3,4,5,6.)
10. Identify and complete an appointment card. (Objectives 2,4; Resources 1,2,3,4,5,6.)

11. Describe procedures for canceling appointments, office and/or patient wise, office delays and rescheduling appointments. (Objectives 2,4; Resources 1,2,3,4,5,6.)
12. Describe and prepare a check list for opening and closing the office. (Objectives 3,4; Resources 1,2,3,4,5,6.)
13. Complete appropriate assignments. (Objectives 1,2,3,4; Resources 1,2,3,4,5,6.)

Resources:

1. Douglas. Secretarial Dental Assistant. New York: Delmar Publishers.
2. Ehrlich, Ann. Business Administration for the Dental Assistant. 3rd. Ed. Illinois: Colwell Systems, Inc., 1988.
3. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Specific equipment manuals: 3M Company, Bell/Howell company, Bell Telephone, Apple Computer, Inc., Local servicers.

Evaluation Procedures:

1. Written quizzes, tests, and workbook assignments which sample objectives 1,2,3,4 with 85% accuracy.

Competency #2: Describe and discuss office management skills (bookkeeping, filing, inventory, sort mail, etc.).

Objectives: After completing the learning activities, the student with 100% accuracy, will be able to:

1. Identify and describe the types of dental practice organizations.
2. Describe three types of bank accounts and the advantages of each.
3. Explain use of deposit slip and prepare receipts for deposit.
4. Manage petty cash.
5. Explain two types of dental records.
6. Recognize the procedure for check writing and statement reconciliation.
7. List the components of billing and collection policies.
8. Describe methods of preparing patients' statements of account.
9. Explain a dentist's fee schedule.
10. Identify and explain guidelines for incoming and outgoing mail.
11. List and discuss equipment and supplies necessary for processing mail.
12. List components of a patient record filing system.
13. Describe office inventory procedures.

Learning Activities:

1. Discuss billing practices and coding procedures with an invited guest speaker. (Objectives 5,7,8; Resources 1,2,3,4,5,6,7.)

2. Name two types of dental records and give examples. (Objective 5; Resources 1,2,3,4,5,6.)
3. Establish a petty cash fund and indicate how the petty cash book would look at month's end and complete petty cash vouchers (Objective 4; Resources 1,2,3,4,5,6.)
4. Role-play a situation of a dental assistant billing office patients, some questioning the billing, other patients angry about the billing, other patients being difficult to understand, etc. (Objectives 5,7,8,9; Resources 1,2,3,4,5,6.)
5. Divide students into two teams and have a simulated T.V. game show by using questions related to bookkeeping, mail, inventory and filing. (Objectives 1-13; Resources 1,2,3,4,5,6.)
6. Given different types of incoming and outgoing mail (business, dental correspondence, confidential, etc.) students will decide how to prioritize and disburse according to office procedure. (Objectives 10,11; Resources 1,2,3,4,5,6.)
7. Categorize, open and annotate a pile of simulated incoming mail according to office procedures. (Objectives 10,11; Resources 1,2 3,4,5,6.)
8. Prepare typed letters for mailing of 1st, 2nd, 3rd, 4th class and combination mailing. (Objectives 10,11; Resources 1,2,3,4,5,6.)
9. Identify consumable and non-consumable items which need to be checked during inventory (Objective 13; Resources 1,2,3,4,5,6.)
10. Demonstrate checking of expiration dates and correct stocking of shelves. (Objective 13; Resources 1,2,3,4,5,6.)
11. Simulate the ordering of supplies and complete a supply inventory card. (Objective 13; Resources 1,2,3,4,5,6.)
12. Identify the meaning of the invoice and demonstrate its use in maintaining records. (Objective 13; Resources 1,2,3,4,5,6.)
13. Cross-reference patients by name and number; arrange names into units and alphabetize them. (Objective 12; Resources 1,2,3,4,5,6.)
14. Complete reading assignments of texts and magazines. (Objectives 1-13; Resources 1,2,3,4,5,6.)
15. Complete appropriate assignments. (Objectives 1-13; Resources 1,2,3,4,5,6.)

Resources:

1. Douglas. Secretarial Dental Assistant. New York: Delmar Publishers.
2. Ehrlich, Ann. Business Administration for the Dental Assistant. 3rd. Ed. Illinois: Colwell Systems, Inc., 1988.
3. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Specific equipment manuals: 3M Company, Bell/Howell Company, Bell Telephone, Apple Computer, Inc., Local servicers.
7. Speaker resources from community.

Evaluation Procedures:

1. Instructor's observation and rating of role-playing.
2. Written quizzes, tests, and homework assignments which sample objectives 1 through 13 with 85% accuracy.

Competency #3: Identify and differentiate office records and forms.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify and explain a statistical data sheet.
2. Identify and explain a dental history record.
3. Explain purpose and content of specific forms for diagnostic tests and procedures.
4. Identify and discuss types of insurance forms and 3rd party reimbursements.
5. Explain types of billing forms and records.
6. Describe and complete claim forms.
7. Define, pronounce and spell correctly all important terms related to this unit.

Learning Activities:

1. Describe types of statistical data sheets. (Objectives 1,7; Resources 1,2,3,4,5,6.)
2. List contents of a statistical data sheet. (Objectives 1,7; Resources 1,2,3,4,5,6.)
3. Complete a statistical data sheet. (Objectives 1,7; Resources 1,2,3,4,5,6.)
4. Describe types of dental history forms. (Objectives 2,7; Resources 1,2,3,4,5,6.)
5. List and discuss contents of a dental history and common abbreviations used. (Objectives 2,7; Resources 1,2,3,4,6.)
6. Identify and discuss guidelines for obtaining a patient dental history. (Objectives 2,7; Resources 1,2,3,4,6.)
7. Complete a patient dental history record. (Objectives 2,7; Resources 1,2,3,4,5,6.)
8. Complete related patient care forms as used in a specialty area and/or specific dental office. (Objectives 1,2,7; Resources 1,2,3,4,5,6.)
9. Identify types of diagnostic and therapeutic tests and/or procedures and forms used. (Objectives 3,7; Resources 1,2,3,4,5,6.)
10. Complete various diagnostic study and therapeutic service forms. (Objectives 3,7; Resources 1,2,3,4,5,6.)
11. Explain and discuss general rules for completing most insurance forms. (Objectives 4,7; Resources 1,2,3,4,5,6.)
12. Compile a list of various insurance forms used in a dental office. (Objectives 4,7; Resources 1,2,3,4,5,6.)
13. Complete a sample copy of each insurance form listed. (Objectives 4,7; Resources 1,2,3,4,5,6.)
14. Explain a charge slip and complete a sample form. (Objectives 5,7; Resources 1,2,3,4,5,6.)

15. Describe and discuss a Daily Log Sheet and complete a sample form. (Objectives 5,7; Resources 1,2,3,4,5,6.)
16. Identify and explain computer billing and complete a sample bill. (Objectives 5,7; Resources 1,2,3,4,5,6.)
17. Explain and discuss the standards used to complete claim forms. (Objectives 6,7; Resources 1,2,3,4,5,6.)
18. Complete a sample insurance claim form. (Objectives 6,7; Resources 1,2,3,4,5,6.)
19. Engage a guest speaker -- Dental Assistant to review and demonstrate records and forms used in a dentist's office. (Objectives 1,2,3,4,5,6,8,9; Resource 7.)
20. Complete appropriate assignments. (Objectives 1,2,3,4,5,6,7; Resources 1,2,3,4,5,6.)

Resources:

1. Douglas. Secretarial Dental Assistant. New York: Delmar Publishers.
2. Ehrlich, Ann. Business Administration for the Dental Assistant. 3rd. Ed. Illinois: Colwell Systems, Inc., 1988.
3. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Specific equipment manuals: 3M Company, Bell/Howell Company, Bell Telephone, Apple Computer, Inc., Local servicers.
7. Speaker resources from community.

Evaluation Procedures:

1. Written quizzes, tests and homework assignments which sample objectives 1 through 7 with 85% accuracy.

Competency #4: List and explain office equipment and its proper use (telephone, copier, typewriter, computer, intercom, calculator, dictation machine, checkwriter and adding machine).

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Explain and demonstrate use of the telephone.
2. Explain and demonstrate the use of the office copier.
3. Explain and demonstrate the use of the electric typewriter.
4. Explain and demonstrate the use of a computer.
5. Explain and demonstrate the use of an intercom system.
6. Explain and demonstrate the use of a calculator/adding machine.
7. Explain and demonstrate the use of the dictation/transcription machine.
8. Explain and demonstrate the use of a checkwriter.
9. Explain techniques for acquiring machine repair services and scheduled maintenance.
10. Identify troubleshooting steps.

11. Define, pronounce and spell correctly all important terms related to this unit.

Learning Activities:

1. Discuss and demonstrate use of a telephone. (Objective 1; Resources 1,2,3,4,5,6.)
2. Discuss and demonstrate use of an office copier. (Objective 2; Resources 1,2,3,4,5,6.)
3. Discuss and demonstrate use of an electric typewriter. (Objective 3; Resource 1,2,3,4,5,6.)
4. Discuss and demonstrate use of a computer. (Objective 4; Resources 1,2,3,4,5,6.)
5. Discuss and demonstrate use of an intercom system. (Objective 5; Resource 6.)
6. Discuss and demonstrate use of a calculator. (Objective 6; Resource 1,2,3,4,5,6.)
7. Discuss and demonstrate use of a dictation/transcription machine. (Objective 7; Resources 1,2,3,4,5,6.)
8. Discuss and demonstrate a checkwriter. (Objective 8; Resources 1,2,3,4,5,6.)
9. Discuss machine service contracting with a guest speaker. (Objective 9; Resource 7.)
10. Discuss troubleshooting procedures for office machines. (Objective 10; Resource 6.)
11. Visit and observe a clinic or dentist's office which uses several office machines. (Objectives 1,2,3,4,5,6,7,8; Resource 8.)
12. Complete written assignments. (Objective 11; Resources 1,2,3,4,5.)

Resources:

1. Douglas. Secretarial Dental Assistant. New York: Delmar Publishers.
2. Ehrlich, Ann. Business Administration for the Dental Assistant. 3rd. Ed. Illinois: Colwell Systems, Inc., 1988.
3. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Specific equipment manuals: 3M Company, Bell/Howell Company, Bell Telephone, Apple Computer, Inc., Local servicers.
7. Speaker resources from community.
8. Community Agencies/Clinics/Facilities/Organizations.

Evaluation Procedures:

1. Instructor's observation and rating for each skill with 85% accuracy. (Objectives 1 through 7.)
2. Written quizzes, tests, and assignments which sample objectives 1 through 11 with 85% accuracy.

Unit Number: 1002

Unit Title: Communications

Competency #1: Identify and discuss verbal and nonverbal communication (telephone skills, tape recorder, clinical data).

Objectives: After completing the learning activities, the student with 85% accuracy, will be able to:

1. Differentiate between verbal and nonverbal communication.
2. Describe the problems involved in telephone versus person-to-person communication.
3. List six factors that are included in the development of telephone personality.
4. Give examples of nonverbal communication.
5. Explain how verbal and nonverbal communication can sometimes be misinterpreted.
6. Discuss the importance of dress in nonverbal communications.
7. Describe ways that tone and speed of speech can affect the message.
8. Recognize three different approaches in obtaining patient information.
9. Demonstrate interviewing techniques.
10. Define and pronounce all terms relating to this unit.

Learning Activities:

1. Design a bulletin board on communications. (Objectives 1-9; Resources 1-8.)
2. Role-play conversations between the dental assistant and the patient. Record the conversation and have students evaluate it for verbal and nonverbal effectiveness. What message was really given, clarity of speech, tone of voice, correct interview skills, etc. May also simulate the same in using a telephone. (Objectives 1,2,3,7,9; Resources 1-8.)
3. Tape record conversations among students. (May be done at break time, very beginning of class.) Have those same students listen to the tape and evaluate it for listening skills, for verbal and nonverbal communications. (Objectives 5,7; Resources 1-8.)
4. Evaluate the nonverbal message from 10 different students wearing 10 different outfits and have class evaluate the nonverbal message the appearance is giving. (Objective 6; Resources 1-8.)
5. Evaluate different models in clothing catalogs and make up posters as to what the model's appearance is nonverbally stating. (Objective 6; Resources 1-8.)
6. Communicate a word or feeling using only gestures, facial expressions, personal appearance and posture to other students. (Objectives 1,4,5,6; Resources 1-8.)
7. Divide class into groups of three students. Within each group of three, students will take turns playing the role of interviewer, patient and observer. The interviewers will take complete dental histories of the patients, while the observer records strong and weak points of the interviewer. Instructor will summarize

important notes made by observers. (Objective 8,9,10; Resources 1-8.)

8. Convert vague and generalized statements into pinpointed and qualified descriptions. (Objective 9; Resources 1-8.)
9. Role play obtaining dental histories from each other, using teacher prepared forms with answers. (Objective 9; Resources 1-8.)
10. Write an outline on the structure an interviewer should follow. (Objectives 7,8,9,10; Resource 6.)
11. Complete assignments. (Objectives 1-9; Resources 1-8.)

Resources:

1. Douglas. Secretarial Dental Assistant. New York: Delmar Publishers.
2. Ehrlich, Ann. Business Administration for the Dental Assistant. 3rd. Ed. Illinois: Colwell Systems, Inc., 1988.
3. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
4. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
5. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
6. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
8. Specific equipment manuals: 3M Company, Bell/Howell Company, Bell Telephone Manuals, Apple Computer, Inc., Xerox Copier, Local servicers.
9. Speaker resources from community.

Evaluation Procedures:

1. Instructor's observation and evaluation of role-playing.
2. Written quizzes, tests, and homework assignments which sample objectives 1 through 10 with 85% accuracy.

Competency #2: Identify and discuss written communication (charting, letter writing and clinical data).

Objectives: After completing the learning activities, the student with 85% accuracy, will be able to:

1. Recognize five basic style forms for typing letters in the dental office.
2. List the rules that apply to letter construction.
3. Identify the component parts of a letter.
4. Describe the purpose of proofreading and editing.
5. Recognize the steps of charting.
6. Explain how to make corrections in the patient record.
7. Explain the purpose of the patient record.
8. Utilize the basic rules for charting.

Learning Activities:

1. Type a letter in each of the five style forms and in accordance with margin and spacing guidelines. (Objectives 1,2,3; Resources 1-8.)
2. List the seven rules that apply to letter construction and post rules at typewriter. (Objectives 2,3; Resources 1-8.)
3. Compose and type letters then exchange letters for proofreading and editing. (Objectives 2,3,4; Resources 1-8.)
4. Give a presentation on the pros and cons of form letters and the typical reactions that persons have to them. (Objective 2; Resources 1-8.)
5. Design a bulletin board on style form letters of typing and another bulletin board of examples of completed forms of clinical charting. (Objectives 1,5,8; Resources 1-8.)
6. Complete two styles of history forms, clinical data sheet and consent forms. (Objectives 5,6,8; Resources 1-8.)
7. Type a business letter from a dictating machine. (Objectives 1-4; Resources 1-8.)
8. Type addressed envelopes, ready for mailing. (Objective 9; Resources 1-8.)
9. Divide into groups of three with each taking a turn at being an interviewer, a patient, and an evaluator. The interviewer will take the information given by the patient and chart it following the SOAP steps of charting. The evaluator will review the charting to see if all rules of charting were followed. (Objectives 5,6,7,8; Resources 1-8.)

Resources:

1. Douglas. Secretarial Dental Assistant. New York: Delmar Publishers.
2. Ehrlich, Ann. Business Administration for the Dental Assistant. 3rd. Ed. Illinois: Colwell Systems, Inc., 1988.
3. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
4. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
5. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
6. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
8. Specific equipment manuals: 3M Company, Bell/Howell Company, Bell Telephone Manuals, Apple Computer, Inc., Xerox Copier, Local servicers.

Evaluation Procedures:

1. Instructor's observation and rating of presentations and role-playing.

2. Evaluation of final draft of letters and envelopes typed for mailing.
3. Written quizzes, tests, and homework assignments which sample objectives 1 through 9 with 85% accuracy.

Competency #3: Describe and discuss interpersonal skills (staff/patient etc.).

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe the role of the dental assistant in patient education.
2. Describe the dental assistant's role as an attitude transmitter.
3. Describe approaches that are helpful in dealing with the patient's family and friends.
4. List special communication problems.
5. List and describe listening skills.
6. Differentiate between empathy and sympathy.
7. Explain importance of understanding the patient and his actions.
8. Demonstrate greeting the patient in the office.
9. Describe the basic pattern of communication.

Learning Activities:

1. Discuss what a dental assistant may do when a patient is waiting to pay a bill, telephone ringing and patient is asking a question at the same time, etc. Determine priorities in each simulation. (Objective 3; Resources 1-7.)
2. Divide into groups and determine what variables can affect a patient's interest and disinterest. (Objective 1; Resources 1-7.)
3. Role play teaching opportunity situations which dental assistants can likely expect. (Objective 1; Resources 1-7.)
4. Divide into groups and collectively develop patient teaching plans, for different case histories. (Objective 1; Resources 1-7.)
5. Choose a word from instructor's list and nonverbally communicate that attitude to the class, e.g., happy, frustrated, nervous, angry, disinterest, etc. (Objective 2; Resources 1-7.)
6. Respond to given different situations either as sympathy reactions or empathy reactions. (Objective 6; Resources 1-7.)
7. Simulate an appropriate and inappropriate reception scene, such as a patient welcome or exit interview. (Objective 8; Resources 1-7.)
8. Discuss (without providing names) one's most recent visit to a dental office. (Objectives 2,3,5,7,8; Resources 1-7.)
9. Listen to several case histories and write down the correct information. (Objective 5; Resources 1-7.)
10. Role-play correct and incorrect manner for effective listening while communicating with staff/patients. (Objective 5; Resources 1-7.)
11. Write a list of problems which can result from poor listening skills with staff/patient. (Objective 5; Resources 1-7.)
12. Divide into groups of three and create a simulation of a dental assistant communicating with an emotionally distressed patient, a terminally ill patient, an angry patient, a hearing impaired patient, confused patient and a language impaired patient. (Other

students will observe and evaluate communication skills demonstrated. (Objective 4; Resources 1-7.)

13. Evaluate how change in tone of voice changes meaning by using the same/different tones of voice in simulations. (Objective 2; Resources 1-7.)
14. Design a bulletin board on communications. (Objective 1-9; Resources 1-7.)
15. Divide into groups for the following activity: The group is trying to shorten the time patients wait in the waiting room. The cause has been identified as the dentist spending too much time with each patient. Your objective is to agree on two or three recommendations in 10 minutes. However, there is one rule that must be followed. Each student must paraphrase what was said by the last person. After 10 minutes, the instructor will end the discussion and ask you to evaluate listening. Was it difficult to paraphrase? Why? What were the feelings about what was said--both on the part of the speaker and the paraphraser? What types of personality characteristics get in the way of listening? (Objective 5; Resources 1-7.)
16. Complete appropriate assignments. (Objectives 1-9; Resources 1-7.)

Resources:

1. Douglas. Secretarial Dental Assistant. New York: Delmar Publishers.
2. Ehrlich, Ann. Business Administration for the Dental Assistant. 3rd. Ed. Illinois: Colwell Systems, Inc., 1988.
3. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
4. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
5. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
6. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
7. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Process:

1. Instructor's observation and evaluation of role-playing.
2. Written quizzes, tests, and homework assignments which sample objectives 1-9 with 85% accuracy.

Unit Number: 1003

Unit Title: Microbiology/Dental and Surgical Asepsis

Competency #1: Identify principles and purposes of dental and surgical asepsis.

Objectives: After completion of the learning activities, the student with 100% accuracy will be able to:

1. Explain dental and surgical asepsis with application to the health care field.
2. Discuss common microbes associated with daily life.
3. Describe causes of infection.
4. Identify methods of transmission.
5. Discuss the immune system and body defenses against disease.
6. Discuss clean and sterile technique.
7. Identify appropriate universal precautions for blood & body fluids.
8. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. Explain the relationship between microorganisms and infection. (Objectives 1,2,3; Resources 1-7.)
2. Differentiate between pathogenic and nonpathogenic microorganisms. (Objective 1,2,3; Resources 1-7.)
3. Classify the 3 general groupings of bacteria according to their shapes. (Objective 2; Resource 1-7.)
4. Define and explain the 5 general types of microorganisms. (Objective 2; Resources 1-7.)
5. List the portals of entry for microorganisms into the body. (Objective 3; Resources 1-7.)
6. List and describe requirements for the growth of microorganisms. (Objective 3; Resources 1-7.)
7. Prepare a chart showing the phases of the cycle of infection. (Objective 3, Resource 1-7.)
8. List and explain the 5 basic ways that microorganisms are transmitted. (Objective 4; Resources 1-7.)
9. Create examples of microorganism transfer and classify according to the mode of transfer. (Objective 4; Resources 1-7.)
10. Discuss the structure and function of the immune system. (Objective 5; Resources 1-7.)
11. Describe how the body defends against invading microorganisms. (Objective 5; Resources 1-7.)
12. Demonstrate correct handwashing techniques for medical asepsis. (Objective 6; Resources 1-5.)
13. Compose a list of common aseptic practices used for hygiene and for activities of daily living. (Objective 6; Resources 1-7.)
14. Demonstrate correct handwashing techniques for surgical asepsis. (Objective 6; Resources 1-5.)
15. Practice performing handwashing for both medical and a surgical asepsis with classmate observing technique used. (Objective 6; Resources 1-5.)
16. Demonstrate proper technique for sterile gloving. (Objective 6; Resources 1-5.)
17. Identify and demonstrate correct method to open sterile packages. (Objective 6; Resources 1-5.)
18. Demonstrate the basic ways to remove articles from sterile wrapping. (Objective 6; Resources 1-5.)
19. Define and discuss the origin, transmission routes, effects and control of the AIDS virus. (Objective 4, Resources 6,7.)
20. List methods used in the health care field to limit exposure to the AIDS virus. (Objective 7; Resources 6,7.)

21. Invite an AIDS resource person as a guest speaker. (Objective 7; Resource 8.)
22. Complete appropriate assignments. (Objective 1 through 8; Resources 1-8.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Center for Disease Control, Appropriate publications. Atlanta, GA.
7. Publications from U.S. Surgeon General, D. Edward Koop
8. Resource Persons from community.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 8 with 100% accuracy.
2. Instructor's observation and evaluation of demonstrations using a predetermined checklist.

Competency #2: Explain proper procedures for disinfection, sterilization, and maintenance of dental equipment.

Objectives: After completion of the learning activities, the student with 100% accuracy will be able to:

1. Identify the importance of microbial control.
2. Recognize the factors that help control the growth of microorganisms.
3. Discuss techniques to destroy microorganisms.
4. Disinfect and maintain dental laboratory equipment (lathe, bench engine, and model trimmer.
5. Disinfect and maintain operatory equipment (handpieces, prophy angles, contrangles, high and low evacuation systems),
6. Disinfect and maintain X-ray equipment (chairside developer, automatic and manual processor).
7. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. Discuss in small groups the effects of not cleaning dental equipment after use. (Objective 1; Resources 1-5.)
2. List factors that slow or stop the growth of microorganisms. (Objective 2,3; Resources 1-5.)

3. Define spores and explain their importance to the control and destruction of bacteria. (Objective 3; Resources 1-5.)
4. List methods to clean/disinfect equipment and explain how they would be used. (Objective 3; Resources 1-5.)
5. Explain the two types of autoclaves and their uses. (Objective 3; Resources 1-5.)
6. Demonstrate how to prepare items to be sterilized/disinfected. (Objective 3; Resources 1-5.)
7. Demonstrate proper technique to use a steam autoclave. (Objective 3; Resources 1-5.)
8. Identify methods to handle and store items after cleaning/ sterilization. (Objective 3; Resources 1-5.)
9. Explain and demonstrate correct concurrent and terminal cleaning procedures. (Objective 2,3; Resources 1-5.)
10. List commercially available germicidal solutions from a supply catalog and indicate their claims for effectiveness. (Objectives 2,3; Resource 1-5.)
11. Practice wrapping various size packs of equipment to be autoclaved. (Objective 3; Resources 1-5.)
12. Create a chart indicating the advantages, disadvantages and effectiveness of each method of disinfection/sterilization and indicate appropriate uses for each method. (Objectives 2,3; Resources 1-5)
13. Demonstrate cleaning and maintaining of the dental lathe, bench engine and model trimmer. (Objective 4; Resources 1,2,3,4,5.)
14. Demonstrate cleaning and maintenance of handpieces, prophy angles, contrangles, high and low evacuation systems. (Objective 5; Resources 1,2,3,4,5,6.)
15. Practice cleaning and maintenance on chairside developer, automatic and manual processors. (Objective 6; Resources 1,2,3,4,5,6.)
16. Complete appropriate assignments. (Objectives 1,2,3,4,5,6,7; Resources 1-6.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Specific manufacturer's instruction sheets

Evaluation Procedures:

1. Written quizzes, tests, and homework assignments which sample all objectives 1 through 7 with 85% accuracy.
2. Instructor's observation and evaluation of demonstrations according to a predetermined checklist.

Competency #3: Discuss isolation techniques.

Objectives: After completion of the learning activities, the student with 100% accuracy will be able to:

1. Identify common types of infectious disease.
2. Discuss the purpose and principles of isolation.
3. Explain procedures for isolation.
4. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. List common infectious diseases found in students geographic area. (Objective 1; Resource 6.)
2. Compare a written report based on the incubation, onset and development of a selected disease process. (Objective 1; Resources 1-7.)
3. List the types of isolation and the equipment required for each type. (Objectives 2,3; Resources 1-7.)
4. Match disease situations with appropriate type of isolation. (Objectives 2,3; Resources 1-7.)
5. Demonstrate the physical setup required for the various types of isolation. (Objectives 2,3; Resources 1-7.)
6. Explain and demonstrate correct use of isolation garments and masks. (Objectives 2,3; Resources 1-7.)
7. Demonstrate proper procedure to transfer items from a clean to a contaminated area. (Objective 3; Resources 1-7.)
8. Demonstrate correct technique to transfer items from a contaminated to a clean area. (Objective 3; Resources 1-7.)
9. Discuss the feelings of a person in an isolation area during class, in small discussion groups. (Objective 2; Resources 1-7.)
10. Create an isolation situation to allow the students to simulate working in an isolation area. (Objectives 2,3; Resource 1-7.)
11. Complete appropriate assignments. (Objectives 1,2,3,4; Resources 1-7.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Center for Disease Control, Appropriate publications. Atlanta, GA
7. Publications from U.S. Surgeon General, D. Edward Koop.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.
2. Instructor's observation and evaluation of demonstrations using a predetermined checklist.

Unit Number: 1004

Unit Title: Dental Laboratory Duties

Competency #1: Demonstrate preparation of impression materials and custom trays.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe function and properties of impression materials.
2. Explain the procedure for mixing materials.
3. Demonstrate competency in taking impressions.
4. Fabricate custom trays for impressions.

Learning Activities:

1. Match properties with function of impression materials. (Objective 1; Resources 1,2,3,4,5.)
2. Write the procedure for mixing materials. (Objective 2; Resources 1,2,3,4,5.)
3. Practice taking alginate impressions on dentures and other students. (Objective 3; Resources 1,2,3,4,5.)
4. Identify instruments and materials needed to construct custom trays. (Objective 4; Resources 1,2,3,4,5).
5. Construct maxillary and mandibular edentulous trays and quadrant trays. (Objective 4; Resources 1,2,3,4,5).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1, 2, 3, and 4 with 85% accuracy.

Competency #2: Prepare final impressions.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Discuss purpose and criteria of final impressions.
2. Prepare a final impression.

Learning Activities:

1. List the purpose and make-up of alginate impressions. (Objective 1; Resources 1,2,3,4,5.)
2. Make a chart showing types of final impression materials, trade names, color and packaging. (Objective 1; Resources 1,2,3,4,5.)
3. Prepare a chart listing the steps in taking alginate impressions. (Objective 1; Resources 1,2,3,4,5.)
4. Describe criteria to use in selecting and preparing maxillary and mandibular trays. (Objective 1; Resources 1,2,3,4,5.)
5. Identify and select materials required for impressions. (Objectives 1,2; Resources 1,2,3,4,5.)
6. Demonstrate procedure for impressions. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.
2. Instructor's evaluation of demonstrations using a specified checklist.

Competency #3: Trim and finish a model.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Discuss the purpose and procedure for trimming and finishing models.
2. Demonstrate the procedure and technique of trimming and finishing models.

Learning Activities:

1. Draw and label cutting lines on maxillary and mandibular models. (Objectives 1,2; Resources 1,2,3,4,5.)
2. List the purpose for polishing models. (Objectives 1,2; Resources 1,2,3,4,5.)
3. Identify materials and instruments required for trimming and polishing models. (Objectives 1,2; Resources 1,2,3,4,5.)
4. Practice the trimming and finishing models. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstration using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Competency #4: Demonstrate procedure for repairing acrylic dentures.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Discuss the procedure for repairing acrylic dentures.
2. Demonstrate how to repair an acrylic denture.

Learning Activities:

1. Identify materials needed to repair an acrylic denture. (Objective 1; Resources 1,2,3,4,5.)
2. Select materials and instruments needed to repair acrylic dentures. (Objectives 1,2; Resources 1,2,3,4,5.)
3. Write the procedure steps required to repair acrylic dentures. (Objective s 1,2; Resources 1,2,3,4,5).
4. Practice procedure for repairing acrylic dentures. (Objectives 1,2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.

3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstration using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Competency #5: Demonstrate preparation of dental cements/bases.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Mix zinc phosphate powder and liquid to the correct consistency for a base.
2. Mix zinc phosphate powder and liquid to thin and stringy type consistency for cementation.
3. Prepare zinc polyacrylate cement for cementation.
4. Prepare zinc polyacrylate cement for a base.
5. Prepare zinc-eugenol material for a base.
6. Prepare zinc oxide-eugenol material for a temporary restoration.
7. Mix silico-phosphate material for cementation.
8. Prepare glass ionomer cement for cementation.

Learning Activities:

1. Prepare a chart identifying different types of bases and cementations used. (Objectives 1 through 8; Resources 1,2,3,4,5,6.)
2. Following the competency checklists, mix zinc phosphate to the correct consistency for a base and for cementation. (Objectives 1,2; Resources 1,2,3,4,5,6.)
3. Following the competency checklists, mix zinc polyacrylate cement for a base and cementation. (Objectives 3,4; Resources 1,2,3,4,5,6.)
4. Following the competency checklists, mix zinc-eugenol material for a base and temporary restoration. (Objectives 5,6; Resources 1,2,3,4,5,6.)
5. Following the competency checklists, mix silico-phosphate for cementation. (Objective 7; Resources 1,2,3,4,5,6.)
6. Following the competency checklists, mix glass ionomer cement for cementation. (Objective 8; Resources 1,2,3,4,5,6.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.

2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Manufacturers' instruction sheets.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 through 8 with 85% accuracy.

Competency #6: Demonstrate preparation of cavity liners/bases.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Prepare calcium hydroxide material for a base.
2. Prepare calcium hydroxide material for a cavity liner.
3. Prepare zinc phosphate powder and liquid for a base.
4. Prepare zinc oxide eugenol for a base.
5. Prepare polyacrylate material for a base.
6. Prepare glass ionomer material for a base.
7. Prepare cavity liner material to the proper consistency for a liner.

Learning Activities:

1. Following the competency checklists, prepare calcium hydroxide material for a base and a cavity liner. (Objectives 1,2; Resources 1,2,3,4,5,6.)
2. Following the competency checklists, prepare zinc phosphate powder and zinc oxide eugenol for bases. (Objectives 3,4; Resources 1,2,3,4,5,6.)
3. Following the competency checklists, prepare bases using polyacrylate materials and glass ionomer materials. (Objectives 5,6; Resources 1,2,3,4,5,6.)
4. Following the competency checklist, prepare cavity liner materials for liners. (Objective 7; Resources 1,2,3,4,5,6.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.

4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Manufacturers' instruction sheets.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 through 7 with 85% accuracy.

Competency #7: Demonstrate preparation of resins.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify materials required for the preparation of resins.
2. Demonstrate preparation of resins.

Learning Activities:

1. From a chart, identify materials required for preparation of resins. (Objective 1; Resources 1,2,3,4,5.)
2. Prepare resins following the specified checklist. (Objective 2; Resources 1,2,3,4,5.)
3. List safety precautions for storing and handling resin materials. (Objectives 1,2; Resources 1,2,3,4,5).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Competency #8: Demonstrate preparation of surgical pack materials.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify and define surgical pack materials.
2. Explain how surgical pack materials are prepared.
3. Demonstrate preparing surgical pack materials.

Learning Activities:

1. Identify surgical pack materials and state the purpose of each. (Objective 1; Resources 1,2,3,4,5.)
2. Prepare a report on the preparation of surgical pack materials. (Objective 2; Resources 1,2,3,4,5.)
3. After a demonstration, prepare surgical pack materials using the specified checklist. (Objectives 2,3; Resources 1,2,3,4,5.)

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 through 3 with 85% accuracy.

Competency #9: Demonstrate preparation of gypsum products.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe the preliminary considerations when using plaster of paris and stone.
2. Identify the factors which influence the setting time of gypsum products.
3. Discuss characteristics and methods of spatulation of model plaster.
4. Demonstrate pouring an alginate impression in plaster.
5. Trim a model.
6. Assess the completed model using the check-off sheet.

Learning Activities:

1. Prepare a chart showing preliminary factors for using plaster of paris and stone. (Objective 1; Resources 1,2,3,4,5.)
2. List factors which influence the setting time of gypsum products. (Objective 2; Resources 1,2,3,4,5.)
3. Prepare a chart listing factors that serve as accelerators and retarders for setting time. (Objectives 1,2; Resources 1,2,3,4,5.)
4. List the characteristics and spatulation methods of model plaster. (Objective 3; Resources 1,2,3,4,5.)
5. Pour an alginate impression in plaster using a specified checklist and trim the model according to specifications. (Objectives 4,5; Resources 1,2,3,4,5.)
6. Evaluate your model using the specified checklist. (Objective 6; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 through 6 with 85% accuracy.

Competency #10: Operate hydrocolloid unit.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe the tempering process for reversible hydrocolloid impression material.
2. Identify the methods used for producing a desirable hydrocolloid impression.
3. Demonstrate the operation of a hydrocolloid unit.

Learning Activities:

1. Prepare a chart listing indications for using hydrocolloid materials and the mixing, working, and setting times. (Objectives 1,2; Resources 1,2,3,4,5.)
2. Discuss the tempering process. (Objective 1; Resources 1,2,3,4,5.)
3. Write the procedure for operate the hydrocolloid unit. (Objective 3; Resources 1,2,3,4,5.)
4. Operate the hydrocolloid unit according to procedure. (Objective 3; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstration using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 through 3 with 85% accuracy.

Competency #11: Assist with fabrication of acrylic mouth guard.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Discuss the purposes of mouth guards.
2. Describe the materials and equipment required to fabricate a mouth guard.
3. Demonstrate the procedure for fabricating mouth guards.

Learning Activities:

1. List the purposes of mouth guards and individuals and professions which may benefit from their use. (Objective 1; Resources 1,2,3,4,5.)
2. Identify materials and equipment required to fabricate mouth guards. (Objective 2; Resources 1,2,3,4,5.)
3. Draw a poster representing uses of mouth guards. (Objective 1; Resources 1,2,3,4,5.)
4. Write and demonstrate the procedure for fabricating a mouth guard. (Objectives 2,3; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's evaluation of demonstration using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1,2,3 with 85% accuracy.

Unit Number: 1005

Unit Title: General Chairside Procedures

Competency #1: Evacuate oral cavity during a dental procedure.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. List and demonstrate the eight safety precautions involved in using the high volume evacuator (HVE).
2. Explain and demonstrate the evacuation of the oral cavity.
3. Explain and demonstrate use of the saliva ejector.

Learning Activities:

1. Using a specified checklist, demonstrate the eight safety precautions involved in using the high volume evacuator. (Objective 1; Resources 1,2,3,4,5.)
2. Identify the air/water syringe, HVE, and saliva ejector. (Objective 3; Resources 1,2,3,4,5.)
3. Describe placement of the HVE in each quadrant. (Objectives 1,2; Resources 1,2,3,4,5.)
4. Describe methods of retracting the cheek and tongue. (Objectives 1,2; Resources 1,2,3,4,5.)
5. Describe placement of the saliva ejector. (Objectives 1,2,3; Resources 1,2,3,4,5.)
6. Role-play a dental assistant and a patient to explain evacuation of the oral cavity. (Objectives 2,3; Resources 1,2,3,4,5.)
7. Demonstrate the evacuation of the oral cavity using the specified checklist. (Objective 3; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstration using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1, 2, and 3 with 85% accuracy.

Competency #2: Assist with the application of topical anesthesia.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Prepare a tray setup for a topical and local anesthetic.
2. Assist the dentist with the application of a topical anesthesia.
3. Assist the dentist with the injection of a local anesthetic.

Learning Activities:

1. Differentiate between topical and local anesthesia. (Objective 1; Resources 1,2,3,4,5.)
2. Describe the types and function of topical anesthetics. (Objective 1; Resources 1,2,3,4,5.)
3. Given a list of anesthetics, determine which may be given topically, locally, or both. (Objective 1; Resources 1,2,3,4,5.)
4. Demonstrate tray setups for topical and local anesthetics. (Objective 1; Resources 1,2,3,4,5.)
5. Through role playing, demonstrate the procedures to follow in assisting the dentist with the application of a topical anesthetic or the injection of a local anesthetic. (Objectives 2,3; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1, 2, and 3 with 85% accuracy.

Competency #3: Explain preoperative and postoperative instructions.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify and define terms.
2. Explain preoperative and postoperative instructions and their importance to other students.

Learning Activities:

1. Given a list of preoperative and postoperative terms, define the terms. (Objective 1; Resources 1,2,3,4,5.)
2. With another student as patient, role-play preoperative and postoperative instruction. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.
2. Instructor's observation and evaluation of role-play and demonstrations using a specified checklist.

Competency #4: Chart dental conditions.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify and use appropriate universal tooth identification, abbreviations, and codes for charting dental conditions.
2. List patient personal data to be recorded.
3. Identify charting systems.
4. Take and record patient medical/dental history.
5. Record patient treatment.

Learning Activities:

1. Develop a chart to use appropriate abbreviations and codes for tooth identification. (Objective 1; Resources 1,2,3,4,5.)
2. Compare the anatomical differences of primary and permanent teeth. (Objective 1; Resources 1,2,3,4,5.)
3. Identify and label the two types of tooth charts used in pedodontics. (Objective 1; Resources 1,2,3,4,5.)
4. Review sample charts and interpret the findings. (Objectives 1,3; Resources 1,2,3,4,5.)
5. Given personal data from a patient, chart the findings appropriately. (Objectives 1,2,3,4; Resources 1,2,3,4,5.)
6. Chart the patient's oral conditions from dictation by the dentist. (Objectives 1,2,3,4; Resources 1,2,3,4,5.)
7. Given dictation by the dentist, chart the patient treatment correctly. (Objective 5; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Buckard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.

3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 5 with 85% accuracy.

Competency #5: Identify, select, and demonstrate proficiency using different types of instruments.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify the name and purpose of each instrument.
2. Select the appropriate instruments for each type of procedure.

Learning Activities:

1. Given instrument drawings, label each instrument. (Objective 1; Resources 1,2,3,4,5.)
2. Match the instrument to its intended purpose. (Objective 1; Resources 1,2,3,4,5.)
3. Identify the four parts of instrument design. (Objective 1; Resources 1,2,3,4,5).
4. Explain the care and maintenance of cutting instruments. (Objective 1; Resources 1,2,3,4,5).
5. Identify cutting instruments and their functions. (Objective 1; Resources 1,2,3,4,5).
6. Select appropriate instruments for each procedure listed. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Competency #6: Seat and dismiss patients and maintain operatory between patients.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Receive and seat patients
2. Demonstrate the proper procedure for positioning a patient, operator and chairside assistant in four-handed dentistry.
3. Demonstrate the steps in maintaining the operatory between patients.

Learning Activities:

1. Role-play with partner, receiving and seating patients. (Objective 1; Resources 1,2,3,4,5.)
2. Draw the proper positioning of patient, dentist, and assistant during procedures in each of the four quadrants. (Objective 2; Resources 1,2,3,4,5.)
3. Develop a chart listing the steps in maintaining the operatory between patients. (Objective 3; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1, 2 and 3 with 85% accuracy.

Competency #7: Prepare a basic anterior composite tray setup.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Review instruments, rubber dam, and evacuation.
2. Explain and practice tray setups with appropriate materials.
3. Provide materials and instruments for an evacuation.
4. Assist with aesthetic restorations in the dental clinic.
5. Prepare and explain the basic anterior composite tray setup.

Learning Activities:

1. List the instruments required for a basic anterior composite tray setup. (Objective 1; Resources 1,2,3,4,5.)
2. List the indications for a composite restoration. (Objectives 4,5; Resources 1,2,3,4,5.)
3. Arrange the steps of the procedure in order. (Objectives 2,4; Resources 1,2,3,4,5.)
4. Practice tray setups with appropriate instruments and supplies. (Objective 1,2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 5 with 85% accuracy.
2. Instructor's observation and evaluation of demonstrations using a specified checklist.

Competency #8: Prepare an amalgam restoration.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Discuss the principles of mercury hygiene.
2. Prepare a chart listing the hazards the mercury.
3. Describe materials and instruments needed to prepare an amalgram restoration.
4. Prepare and assist with amalgam restorations.

Learning Activities:

1. Using a prepared chart, determine which materials are needed to prepare dental amalgams. (Objective 1; Resources 1,2,3,4,5.)
2. Following demonstration by the instructor, prepare dental amalgams. (Objectives 1,2; Resources 1,2,3,4,5.)
3. Measure appropriate mercury to number of alloy tablets. (Objectives 1,2; Resources 1,2,3,4,5).
4. Spell and define specific terms related to amalgam preparations. (Objectives 1,2,3,4; Resources 1,2,3,4,5).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.
2. Instructor's observation and evaluation of demonstrations using a specified checklist.

Competency #9: Prepare an oral surgery instrument tray.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. List the required steps to assist the dentist with oral surgery.
2. Identify and explain equipment and materials required for oral surgery.
3. Prepare a basic oral surgery instrument tray.
4. Discuss postoperative instruction for oral surgery patients.

Learning Activities:

1. List 12 indications for oral surgery procedures. (Objectives 1,2; Resources 1,2,3,4,5.)
2. List five contraindications for oral surgery procedures. (Objectives 1,2; Resources 1,2,3,4,5.)
3. Write the steps of tooth extraction beginning with placement of the forceps. (Objectives 1,2,3; Resources 1,2,3,4,5.)
4. Describe surgical procedures used for bone removal. (Objectives 1,2,3; Resources 1,2,3,4,5.)
5. Develop a chart matching surgical instrument with function. (Objective 1,2,3; Resources 1,2,3,4,5.)
6. Select instruments and materials and arrange in correct order on the tray for a single extraction. (Objective 2,3; Resources 1,2,3,4,5.)
7. Practice giving postoperative instruction to other students. (Objective 4; Resources 1,2,3,4,5).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.

3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.
2. Instructor's observation and evaluation of demonstration using a specified checklist.

Competency #10: Prepare a tray setup for periodontal treatment for scaling and subgingival curettage.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Review and practice passing and receiving instruments.
2. Identify and explain equipment and materials required for scaling and curettage.
3. Prepare basic periodontal tray setup.
4. Review peridontal charting.

Learning Activities:

1. Distinguish between intrinsic and extrinsic stains. (Objective 2; Resources 1,2,3,4,5.)
2. Describe two methods of cleaning interproximally. (Objective 2; Resources 1,2,3,4,5.)
3. Select instruments and materials and arrange in order for scaling and curettage. (Objective 2,3; Resources 1,2,3,4,5.)
4. Develop a chart showing the indications and contraindications for periodontal therapy. (Objective 2; Resources 1,2,3,4,5.)
5. Using drawings of the periodontium, label clinical characteristics of normal gingiva, the gingival group fibers, and the parts of the periodontal ligament. (Objective 2; Resources 1,2,3,4,5.)
6. List characteristics and results of plaque and calculus. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.
2. Instructor's observation and evaluation of demonstration using a specified checklist.

Competency #11: Place, assist and remove rubber dam.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify equipment and materials required.
2. List reasons for the When and Why a rubber dam is to be used.
3. Demonstrate the application and removal of a rubber dam.
4. Demonstrate the proper position to maintain a clear operating field.

Learning Activities:

1. List indications for a rubber dam. (Objectives 1,2; Resources 1,2,3,4,5.)
2. Identify types and shapes of rubber dam clamps. (Objectives 1,2; Resources 1,2,3,4,5.)
3. Select instruments and materials and arrange in order for the applications and removal of a rubber dam. (Objectives 1,3,4; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstration using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Competency #12: Identify, clean, and sterilize burs.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify and draw the following burs: round, inverted cone, straight fissure crosscut, and straight fissure plain cut.
2. Match the correct bur to its correct usage.
3. Demonstrate cleaning and sterilizing carbide burs and diamond stones.

Learning Activities:

1. From a drawing, identify and number burs. (Objective 1; Resources 1,2,3,4,5.)
2. Develop a chart matching each bur to its correct usage. (Objective 2; Resources 1,2,3,4,5.)
3. Return instructor demonstration of cleaning and sterilizing burs. (Objective 3; Resources 1,2,3,4,5.)
4. Review cleaning and disinfection techniques. (Objective 3; Resources 1,2,3,4,5).
5. Make flash cards to associate burs by sight, number, and use. (Objectives 1,2,3; Resources 1,2,3,4,5).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
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5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstration using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 through 3 with 85% accuracy.

Competency #13: Explore the value of anticariogenic agents.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Prepare a tray setup containing the items needed to apply topical fluoride.
2. Discuss the value of fluorides as anticariogenic agents.
3. Discuss the various fluorides used as anticariogenic agents.

Learning Activities:

1. Describe the function and physiology of fluoride treatments. (Objective 2; Resources 1,2,3,4,5.)

2. Identify three types of topical fluoride application. (Objectives 1,2; Resources 1,2,3,4,5.)
3. Select instruments and materials and prepare fluoride treatment tray. (Objectives 1,2; Resources 1,2,3,4,5.)
4. List and discuss the various fluorides available in dental office and drugstores. (Objective 3; Resources 1,2,3,4,5).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1,2, and 3 with 85% accuracy.
2. Instructor's observation and evaluation of demonstration using a specified checklist.

Competency #14: Assist with a routine endodontic dental examination and root canal.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Discuss purposes and indications for endodontic treatment.
2. Identify and discuss the purpose of the electric pulp tester.
3. Prepare tray setups for a routine endodontic dental examination and root canal.

Learning Activities:

1. List the purposes of endodontic treatment. (Objective 1; Resources 1,2,3,4,5.)
2. Make a poster showing indications for endodontic treatment. (Objective 1; Resources 1,2,3,4,5.)
3. List the purposes of the electric pulp tester. (Objective 2; Resources 1,2,3,4,5.)
4. Prepare tray with instruments in correct order for a routine endodontic examination and root canal. (Objective 3; Resources 1,2,3,4,5.)
5. Observe a root canal procedure. (Objectives 1,2,3).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1, 2 and 3 with 85% accuracy.
2. Instructor's observation and evaluation of demonstration using a specified checklist.

Competency #15: Assist with an oral prophylaxis treatment.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify and discuss the purposes of oral prophylaxis treatment
2. Prepare a tray setup for an oral prophylaxis procedure.

Learning Activities:

1. List the purposes of oral prophylaxis treatment. (Objective 1; Resources 1,2,3,4,5.)
2. Identify and describe two types of dental caries activity testing. (Objective 1; Resources 1,2,3,4,5.)
3. Describe the use of dentifrices, interproximal brushes and wooden tips. (Objective 1; Resources 1,2,3,4,5.)
4. Compare composition of mouth rinses. (Objective 1; Resources 1,2,3,4,5.)
5. Set up a tray with instruments in order for an oral prophylaxis treatment. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.
2. Instructor's observation and evaluation of demonstration using a specified checklist.

Competency #16: Demonstrate proper oral hygiene.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Develop an educational program on proper oral hygiene.
2. Demonstrate oral hygiene care to children, peers, and the elderly.

Learning Activities:

1. Compare the following types of toothbrushing: Bass, Stillman, Charters. (Objectives 1,2; Resources 1,2,3,4,5.)
2. Describe the process and purpose of flossing. (Objectives 1,2; Resources 1,2,3,4,5.)
3. Identify and describe the parts of a patient education program. (Objectives 1,2; Resources 1,2,3,4,5.)
4. Develop posters of toothbrushes, flossing, rinses, and dentifrices to be used in demonstration. (Objectives 1,2; Resources 1,2,3,4,5.)
5. Role-play teaching oral hygiene to family, children, and elderly. (Objectives 1,2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Competency #17: Assemble a Tofflemire Matrix Retainer.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Discuss the function and purpose of the tofflemire matrix retainer.

2. Prepare, place and wedge a tofflemire retainer on a posterior tooth or a typodoxt model.
3. Remove matrix band and sterilize retainer.

Learning Activities:

1. List the purpose and functions of a tofflemire retainer. (Objective 1; Resources 1,2,3,4,5.)
2. Label the parts of a tofflemire retainer. (Objective 1; Resources 1,2,3,4,5.)
3. Demonstrate preparation and placement of the retainer on a model. (Objective 2; Resources 1,2,3,4,5.)
4. Practice cleaning and sterilizing matrix retainer. (Objective 3; Resources 1,2,3,4,5).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstration using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1, 2, and 3 with 85% accuracy.

Unit Number: 1006

Unit Title: Expanded Functions

Competency #1: Replace and remove periodontal surgical pack.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Review the purpose and functions of surgical packs.
2. Demonstrate the replacement and removal of surgical packs.

Learning Activities:

1. List purposes of periodontal surgical packs. (Objective 1; Resources 1,2,3,4,5.)
2. Describe two methods of packaging periodontal dressings. (Objective 1; Resources 1,2,3,4,5.)

3. Develop a chart listing the mixing and setting times and factors which affect these times. (Objective 1; Resources 1,2,3,4,5.)
4. Identify and select materials and instruments for a periodontal pack. (Objective 2; Resources 1,2,3,4,5.)
5. Practice the procedure for replacement and removal of surgical packs. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.
2. Instructor's observations and evaluation of demonstration using a specified checklist.

Competency #2: Cement and remove temporary bands and crowns.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe the materials needed to cement and remove temporary bands and crowns.
2. Demonstrate the procedure for cementing and removing temporary bands and crowns.

Learning Activities:

1. Identify the purposes and functions of temporary bands and crowns. (Objective 1; Resources 1,2,3,4,5.)
2. Identify the restoration class in which metal bands are used --plastic bands are used. (Objective 1; Resources 1,2,3,4,5.)
3. Select materials and instruments required for cementing and removing temporary bands and crowns. (Objective 2; Resources 1,2,3,4,5.)
4. Practice cementing and removing temporary bands and crowns. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.

3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstration using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Competency #3: Place bases.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe the materials and equipment needed to place bases.
2. Demonstrate the procedure for placing bases

Learning Activities:

1. Identify the purposes and functions of bases. (Objective 1; Resources 1,2,3,4,5.)
2. Select the materials and instruments needed to place bases. (Objective 1; Resources 1,2,3,4,5.)
3. Practice the procedure for placing bases. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstration using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Competency #4: Place, condense and carve restoration.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe types of situations in which it is important to place, condense, and carve restorations.
2. Demonstrate the procedure for placing, condensing and carving restorations.

Learning Activities:

1. Identify situations for placing, condensing, and carving restorations. (Objective 1; Resources 1,2,3,4,5.)
2. Select materials and instruments needed to place, condense, and carve restorations. (Objective 2; Resources 1,2,3,4,5.)
3. Practice the procedure for placing, condensing, and carving restorations. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
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5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstration using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Unit Number: 1007

Unit Title: Dental Anatomy/Histomorphology

Competency #1: Describe structure and functions of the oral cavity.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe the structure and functions of the muscles of mastication and facial expression.
2. Describe the structure and functions of the muscles of the tongue.

Learning Activities:

1. Diagram and label the muscles of mastication and facial expression. (Objective 1; Resources 1,2,3,4,5.)
2. For each muscle on the diagram, label the origin, insertion, and action. (Objectives 1,2; Resources 1,2,3,4,5.)
3. Discuss the functions of the tongue. (Objective 2; Resources 1,2,3,4,5.)
4. Sample sweet, sour, salt, and bitter to identify taste bud areas of the tongue. (Objectives 1,2; Resources 1,2,3,4,5).
5. Hold nostrils and repeat learning activity #4. (Objectives 1,2; Resources 1,2,3,4,5).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
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5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Competency #2: Describe structure and functions of the tooth.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe the development of tooth buds and teeth.
2. Discuss the composition of teeth.
3. Discuss the purpose and function of tissues surrounding the teeth.
4. Demonstrate procedures for checking occlusion and retracting.

Learning Activities:

1. Differentiate between the cap stage and bell stage of tooth bud development. (Objective 1; Resources 1,2,3,4,5.)
2. Draw the parts of a tooth. (Objectives 1,2; Resources 1,2,3,4,5.)
3. List in order the development of organic tissue. (Objective 3; Resources 1,2,3,4,5.)
4. Identify tissues which support and surround the teeth. (Objective 3; Resources 1,2,3,4,5.)
5. Label the increments of dentine and enamel and the stages of stages of development of an unerupted tooth. (Objectives 1,2; Resources 1,2,3,4,5.)
6. Chart the name and approximate eruption time of each primary and permanent tooth. (Objective 1; Resources 1,2,3,4,5.)

7. Check your partner for occlusion and retracting and report your findings. (Objective 4; Resources 1,2,3,4,5.)
8. Use a study model to identify parts of teeth and periodontal structures. (Objective 3; Resources 1,2,3,4,5).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Competency #3: Measure teeth using the boley gauge.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe the boley gauge.
2. Demonstrate accurate measurement of several teeth using the boley gauge.

Learning Activities:

1. Identify the parts of a boley gauge. (Objective 1; Resources 1,2,3,4,5.)
2. Prepare a chart listing the situations in which the straight or curved beaks are used. (Objective 1; Resources 1,2,3,4,5.)
3. Manipulate the boley gauge to read correct measurements of extracted teeth. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Competency #4: Measure and carve a tooth.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Lay out and carve a maxillary first incisor, canine, first bicuspid and first molar with correct anatomical features and measurements.
2. Lay out and carve a mandibular first incisor, canine, first bicuspid and first molar with correct anatomical features and measurements.

Learning Activities:

1. Draw a tooth to scale. (Objectives 1,2; Resources 1,2,3,4,5.)
2. Using wax blocks, practice carving maxillary teeth following the anatomical features and meeting the specified measurements. (Objective 1; Resources 1,2,3,4,5.)
3. Using wax blocks, practice carving mandibular teeth following the anatomical features and meeting specified measurements. (Objective 2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 and 2 with 85% accuracy.

Competency #5 : Describe the structure and functions of facial, neck, and organ nerves and the effects of anesthesia on the nervous system.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify the cranial nerves and their functions.
2. Relate the enervation of the maxillary division and mandibular division to specific soft tissues of the oral cavity and teeth located on the maxillae and mandible.
3. Distinguish between block/infiltration anesthesia.
4. List the types of local anesthesia and select the most common types used in a dental office.

Learning Activities:

1. Develop a chart showing the cranial nerves and their functions. (Objective 1; Resources 1,2,3,4,5.)
2. Diagram the 12 divisions of the trigeminal nerve. (Objective 1,2; Resources 1,2,3,4,5.)
3. Invite an anesthesiologist/dentist to speak to class on anesthesia. (Objective 3; Resource 6.)
4. Prepare a chart showing anesthesia reactions, symptoms and treatment. (Objective 4; Resource 3.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Speakers from organizations/community agencies.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Competency #6: Describe the structure and functions of the circulatory/ respiratory systems.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Trace the path of blood through the heart.
2. Identify the common carotid artery and its branches.
3. Describe the functions of the carotid artery.
4. Identify the veins of the head and their functions.
5. Identify the main parts of the respiratory system.
6. Discuss the functions of the respiratory system.
7. Take a blood pressure, temperature, pulse, and respirations.

Learning Activities:

1. Draw and label the external diagram and internal cross section of the heart. (Objective 1; Resources 1,2,3,4,5.)
2. Use red and blue pencils to show flow of blood through the heart and define how the heart works. (Objective 1; Resources 1,2,3,4,5.)
3. Label major veins/arteries of the head. Describe how veins and arteries differ. (Objective 4; Resources 1,2,3,4,5.)
4. Define the functions of the carotid artery. (Objective 3; Resources 1,2,3,4,5.)
5. Draw and label parts of the respiratory system. (Objective 5; Resources 1,2,3,4,5.)
6. List all organs of the respiratory system and define the function of each. (Objective 6; Resources 1,2,3,4,.)
7. Demonstrate the following procedures: blood pressure, temperature, pulse and respiration. (Objective 7; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 7 with 85% accuracy.
2. Demonstrate procedures with 100% accuracy.

Competency #7: Describe the structure and function of the musculoskeletal system.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe muscles of the oral cavity.
2. Discuss the function of muscles in the oral cavity.
3. Identify bones of the skull and discuss their functions.

Learning Activities:

1. Develop a chart showing the muscles of the oral cavity and their functions. (Objectives 1,2; Resources 1,2,3,4,5.)
2. Draw and label the bones of the skull. (Objective 3; Resources 1,2,3,4,5.)

3. Locate landmarks associated with specific dental procedures. Objectives 1,2,3; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1,2, and 3 with 85% accuracy.

Competency #8: Describe the structure and function of the digestive system.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify the main organs of the digestive system.
2. Discuss the functions of the digestive system.

Learning Activities:

1. Draw and label the main organs of the digestive system. (Objective 1; Resources 1,2,3,4,5).
2. List the organs of the digestive system and define the function of each. (Objectives 1,2; Resources 1,2,3,4,5).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework which sample objectives 1 and 2 with 85% accuracy.

Unit Number: 1008

Unit Title: First Aid/CPR

Competency #1: Define and discuss principles of first aid.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Explain the initial stages of first aid.
2. Identify situations requiring first aid intervention.
3. Discuss implementing the emergency medical system.
4. Report emergencies accurately and immediately.
5. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. List and explain the ABC's of first aid. (Objective 1; Resources 1,2,3,4,5.)
2. Evaluate patient appearance, symptoms and verbal statements to determine need for treatment. (Objective 2; Resources 1,2,3,4,5.)
3. Identify and explain use and purpose of medic-alert and vial-of-life systems. (Objective 2; Resources 1,2,3,4,5.)
4. Create a list of emergency telephone numbers. (Objectives 3,4;
5. List and discuss types of information needed for emergency care services. (Objectives 3,4; Resources 1,2,3,4,5.)
6. Identify types of emergencies and methods to obtain local emergency services with an emergency medical director or paramedic. (Objectives 2-3; Resource 6.)
7. Complete appropriate assignments in workbook. (Objectives 1-5; Resources 5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Speaker Resources from community

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 5 with 85% accuracy.
2. Practical examination with 100% accuracy.

Competency #2: Identify, describe and demonstrate first aid for common accidents.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Recognize the need for first aid.
2. Identify and implement approved first aid techniques.
3. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. List and describe the three types of burns including correct treatment intervention. (Objectives 1,2; Resources 1,2,3,4,5,6.)
2. Differentiate between causes, symptoms and treatment for internal and external hemorrhaging. (Objectives 1,2; Resources 1,2,3,4,6.)
3. Discuss proper care for seizure victims. (Objectives 1,2; Resources 1,2,3,4,5,6.)
4. Explain causes and treatment for bone and joint injuries. (Objectives 1,2; Resources 1,2,3,4,5,6.)
5. Discuss occurrence and first aid for eye, ear, nose and throat injuries. (Objectives 1,2; Resources 1,2,3,4,5,6.)
6. Differentiate between causes, symptoms and treatment for diabetic coma and insulin shock. (Objectives 1,2; Resources 1,2,3,4,5,6.)
7. List types of wounds and describe the appropriate treatment. (Objectives 1,2; Resources 1,2,3,4,5,6.)
8. Discuss proper care for presence of foreign bodies. (Objectives 1, 2; Resources 1,2,3,4,5,6.)
9. Describe occurrence and appropriate instruction for substance abuse. (Objectives 1,2; Resources 1,2,3,4,5,6.)
10. List causes, symptoms and treatment of unconscious victims. (Objectives 1,2; Resources 1,2,3,4,5,6.)
12. Create simulated emergency situations and role play providing appropriate first aid intervention. (Objectives 1,2; Resources 1,2,3,4,5,6.)
13. Complete appropriate assignments in workbook. (Objectives 1-3; Resources 5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. American Red Cross. First Aid Modules.

Evaluation Procedures:

1. Instructor observation and evaluation of role playing.
2. Written tests, quizzes, and homework assignments which sample objectives 1 though 3 with 85% accuracy.
3. Practical examination with 100% accuracy.

Competency #3: Identify, describe and demonstrate dental emergency procedures.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Recognize the need for first aid.
2. Identify and implement approved first aid techniques in emergency situations.
3. Explain and demonstrate CPR.
4. Define, pronounce and spell correctly all important terms in the unit.

Learning Activities:

1. Explain causes and treatments for asphyxiation and respiratory distress. (Objectives 1,2; Resources 4,5,6,7,8.)
2. Recognize symptoms and perform obstructive airway procedures on conscious/unconscious patients. (Objectives 1,2; Resources 1 through 8.)
3. Discuss occurrence, events and procedure for respiratory and/or cardiac arrest. (Objectives 1,2; Resources 1 through 8.)
4. List and describe the symptoms of shock and appropriate first aid observation. (Objectives 1,2; Resources 4,5,6,7,8.)
5. Create medical emergency situations and role-play first aid intervention techniques. (Objectives 1,2; Resources 4,5,6,7,8.)
6. Practice cardiopulmonary resuscitation and the Heimlich maneuver using manikins and participate in American Red Cross or American Heart Association certification process. (Objectives 1,2; Resources 6,7,8.)
7. Identify and discuss CPR for infants/children/adults. (Objective 3; Resources 6,7,8.)
8. Complete appropriate assignments in workbooks. (Objectives 1-3; Resources 5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. American Red Cross. First Aid Modules.
7. American Red Cross. Cardiopulmonary Resuscitation Booklet.

8. American Heart Association. Cardiopulmonary Resusitation Booklet.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.
2. Performance examination with 100% accuracy.

Unit Number: 1009

Unit Title: Dental Radiology

Competency #1: Demonstrate radiological health safety skills.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify and define terms associated with radiation safety.
2. List purposes of radiation safety.
3. List dangers of overexposure to radiation.
4. Practice patient safety measures which provide x-ray protection.
5. Practice operator safety measures to provide x-ray protection.
6. Identify techniques used for monitoring individuals.
7. Practice radiation safety measures.

Learning Activities:

1. Define the formula for maximum permissible dose using terms of unit measurement. (Objective 1; Resources 1 through 9.)
2. Identify the maximum permissible dose for patient and operator. (Objective 4,5; Resources 1 through 9.)
3. Explain various types of operator and patient protection. (Objectives 1,2,3,4,5,6; Resources 1 through 9.)
4. Develop a chart showing dangers of radiation overexposure. (Objectives 2,3; Resources 1 through 9.)
5. Describe the importance of proper technique in monitoring patients. (Objective 6; Resources 1 through 9.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Eastman Kodak Company. X-rays in Dentistry. New York, 1985.
7. Radiation Protection for Dental Professionals. ADAA Continuing Education Courses, Chicago, IL.

8. Frommer. Radiology for Dental Auxiliaries. C.V. Mosby Company, 1987.
9. Edwards, Halkiewiez-Sheurand Ritenour. Radiation Protection for Dental Professionals. Multi-Media Publishers.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 7 with 85% accuracy.
2. Demonstrate safety procedures with 100% accuracy.

Competency #2: Describe and demonstrate radiology production.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Label the parts of the x-ray machine.
2. Identify and describe the functions of the parts of the x-ray tube.
3. Describe effects of mA and KVP settings.
4. List the properties of x-rays.

Learning Activities:

1. Given a diagram of the x-ray machine, label the major parts. (Objective 1; Resources 1,2,3,4,5,6,7,8.)
2. Match functions with correct parts of the x-ray tube. (Objective 2; Resources 1,2,3,4,5,6,7,8.)
3. Compare effects of MA and KVP settings. (Objective 3; Resources 1,2,3,4,5,6,7,8.)
4. List the properties of x-rays. (Objective 4; Resources 1,2,3,4,5,6,7,8.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Eastman Kodak Company. X-rays in Dentistry. New York, 1985.
7. Frommer. Radiology for Dental Auxiliaries. C. V. Mosby Company, 1987.
8. Edwards, Halkiewiez-Sheurand Ritenour. Radiation Protection for Dental Radiographers. Multi-Media Publishers.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Competency #3: Describe and produce intraoral and extraoral films.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Distinguish between intraoral and extraoral films.
2. Distinguish between film requirements for full mouth exposures of adults and children.
3. Describe proper film storage.
4. Identify cephalometric, panoramic and posterio-anterior skull radiographs.
5. Identify images produced by dental radiographs.

Learning Activities:

1. Discuss the differences between intraoral and extraoral films. Objective 1; Resources 1 through 9.)
2. Match types of intraoral films to their correct uses. (Objective 1; Resources 1 through 9.)
4. List uses of extraoral radiographs. (Objective 1; Resources 1 through 9.)
5. Discuss the principles, advantages and disadvantages of panoramic radiology. (Objective 2,4; Resources 1 through 9.)
6. Label landmarks and measuring points on an exposed cephalometeric film. (Objective 4; Resources 1 through 9.)
7. Develop a chart showing film speeds required for type of films. (Objective 2; Resources 1 through 9.)
8. Discuss the importance of proper storage of x-ray films. (Objective 3; Resources 1 through 9.)
9. Identify contrast, density, detail and distortion on exposed x-ray film. (Objective 5; Resources 1 through 9.)
10. Discuss the exposure factors that change the contrast and density on x-ray films. (Objective 5; Resources 1 through 9.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Eastman Kodak Company. X-rays in Dentistry. New York, 1985.
7. ADAA Continuing Education Courses, Chicago, IL.
   a. Radiation Protection for Dental Professionals.
   b. Paralleling Technique of Intraoral Radiography.
8. Frommer. Radiology for Dental Auxiliaries. C. V. Mosby Company, 1987.
9. Langlais and Kasle. Exercises in Oral Radiographic Interpretation. W.B. Saunders.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 5 with 85% accuracy.

Competency #4: Distinguish bisecting angle and paralleling techniques.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Compare imaging of paralleling versus bisecting angle techniques.
2. Place and expose intraoral films (bitewing, periapical, occlusal) using bisecting angle technique.
3. Place and expose intraoral films (BWX, P.A. and occlusion) using paralleling technique.
4. Identify and describe the function of commonly used holding devices.
5. Demonstrate use of XCP instruments with film.

Learning Activities:

1. Discuss the principles of bisecting angle and paralleling techniques. (Objective 1; Resources 1 through 9.)
2. Examine x-ray films using both techniques and compare and explain the differences between images viewed. (Objective 1; Resources 1 through 9.)
3. Diagram principles of bisecting angle and paralleling techniques. (Objective 1; Resources 1 through 9.)
4. Demonstrate film and cone position for bitewing, periapical, and occlusal using bisecting angle technique. (Objective 2; Resources 1 through 9.)
5. Demonstrate film and cone position for bitewing, periapical and occlusal using paralleling technique. (Objective 3; Resources 1 through 9.)
6. Demonstrate the placement of common holding devices. (Objective 4; Resources 1 through 9.)
7. Demonstrate the use of XCP instruments when using paralleling technique. (Objective 5; Resources 1 through 9.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Eastman Kodak Company. X-rays in Dentistry. New York, 1985.

7. ADAA Continuing Education Courses, Chicago, IL
   a. Radiation Protection for Dental Professionals.
   b. Paralleling Technique of Intraoral Radiography.
8. Frommer. Radiology for Dental Auxiliaries. C. V. Mosby Company, 1987.
9. Edwards, Halkiewiez-Sheurand Ritenour. Radiation Protection for Dental Radiographers. Multi-Media Publishers.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 through 5 with 85% accuracy.

Competency #5: Demonstrate darkroom and processing techniques and mounting radiographs.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. List components of the developer and fixer.
2. Identify common darkroom errors.
3. Identify the armamentarium found in the darkroom.
4. Demonstrate manual processing.
5. Demonstrate automated film processing.
6. Demonstrate chairside processing.
7. Identify the buccal and lingual side of the film.
8. Identify radiopaque and radiolucent anatomical landmarks.
9. Differentiate between diagnostic and undiagnostic laboratory quality.
10. Mount developed radiographs.

Learning Activities:

1. Develop a chart, listing the components of the developer and fixer. (Objective 1; Resources 1 through 10.)
2. Make a poster showing common darkroom errors. (Objective 2; Resources 1 through 10.)
3. Demonstrate the three types of film processing: manual, automated, and chairside. (Objectives 3,4,5,6; Resources 1 through 10.)
4. Given 5 films, identify the buccal and lingual sides and anatomical landmarks. (Objective 7,8; Resources 1 through 10.)
5. Differentiate between diagnostic and undiagnostic laboratory quality. (Objective 9; Resources 1 through 10.)
6. Mount developed radiographs. (Objective 10; Resources 1 through 10.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.

3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Eastman Kodak Company. X-rays in Dentistry. New York, 1985.
7. ADAA Continuing Education Courses, Chicago, IL.
   a. Radiation Protection for Dental Professionals.
   b. Paralleling Technique of Intraoral Radiography.
8. Frommer. Radiology for Dental Auxiliaries. C. V. Mosby Company, 1987.
9. Langlais and Kasle. Exercises in Oral Radiographic Interpretation. W. B. Saunders, Publisher.
10. Edwards, Halkiewiez-Sheurand Ritenour. Radiation Protection for Dental Radiographers. Multi-Media, Publisher.

Evaluation Procedures:

1. Instructor's observation and evaluation of demonstrations using a specified checklist.
2. Written tests, quizzes, and homework assignments which sample objectives 1 through 10 with 85% accuracy.

Unit Number: 1010

Unit Title: Medical/Dental Terminology

Competency #1: Identify common medical/dental terms.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Spell and define common medical/dental abbreviations.
2. Recognize and use medical/dental abbreviations accurately in written communication.
3. Spell, define, and use prefixes, suffixes, roots.
4. Demonstrate familiarity with medical dictionaries.

Learning Activities:

1. Compile a list of abbreviations and their definitions. (Objective 1,2,4; Resource 1,2,3,4,5,6,7.)
2. Write a story incorporating as many abbreviations as possible. (Objective 1,2,4; Resources 1,2,3,4,5,6,7.)
3. Use each prefix, suffix, and root to form a word and define the word. (Objectives 3,4; Resources 1,2,3,4,5,6,7.)
4. Participate in a spelling bee using medical/dental terms. (Objectives 1,2,3; Resources 1,2,3,4,5,6,7.)
5. Make flash cards for common abbreviations, prefixes, suffixes, and roots. (Objectives 1,2,3; Resources 1,2,3,4,5).
6. Make a bingo game using abbreviations, prefixes, suffixes, and roots. (Objectives 1,2,3; Resources 1,2,3,4,5).

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Ehrlich, Ann. Medical Terminology for Health Professions. Albany, NY: Delmar, 1988.
7. Austrin, Miriam and Harriet. Young's Learning Medical Terminology. 6th Ed., St. Louis: C.V.Mosby Company, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Unit Number: 1011

Unit Title: Safety

Competency #1: Define and discuss types of safety hazards.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Recognize potential office hazards for personnel.
2. Recognize potential office hazards for the patient.
3. Define, pronounce and spell correctly all the important terms in this unit.

Learning Activities:

1. Identify and discuss electrical hazards in an office situation. (Objectives 1,2,3; Resources 1,2,3,4,5.)
2. Identify and discuss physical environment hazards. (Objectives 1,2,3; Resources 1,2,3,4,5.)
3. Identify and discuss medications hazards. (Objectives 1,2,3; Resources 1,2,3,4,5.)
4. Identify and discuss equipment hazards. (Objectives 1,2,3; Resources 1,2,3,4,5.)
5. Identify and discuss patient hazard. (Objectives 1,3; Resources 1,2,3,4,5.)
6. Identify and discuss hazards of inadequate or misinterpreted communication. (Objectives 1,2,3; Resources 1,2,3,4,5.)
7. Identify and discuss chemical hazards. (Objectives 1,2; Resources 1,2,3,4,5.)

8. Identify and discuss smoking hazards. (Objectives 1,2,3; Resources 1,2,3,4,5.)
9. Recognize the three elements required to start a fire. (Objectives 1,2,3; Resources 1,2,3,4,5.)
10. Discuss with a representative of the fire department safety hazards. (Objectives 1,2,3; Resource 6.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Community Agencies/Facilities/Organizations.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 3 with 85% accuracy.

Competency #2: List and demonstrate proper safety procedures.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Define and demonstrate body mechanics.
2. Describe methods of fire prevention in the office.
3. Explain why fire and severe weather drills are needed.
4. Describe an incident form.
5. Describe steps to take in accident proofing an office.
6. Explain policies regarding office safety.
7. Define, pronounce and spell correctly all the important terms in this unit.

Learning Activities:

1. Describe and demonstrate proper body mechanics for personnel and patient. (Objectives 1,7; Resources 1,2,3,4,5.)
2. List the three elements to start a fire. (Objectives 2,7; Resources 1,2,3,4,5.)
3. List the four main classes of fire extinguishers. (Objectives 2,7; Resources 1,2,3,4,5.)
4. Relate each class of fire extinguisher to the specific fire(s) for which it is used. (Objectives 2,7; Resources 1,2,3,4,5.)
5. Locate and describe operations of the nearest fire alarm. (Objectives 2,7; Resources 1,2,3,4,5.)

6. Engage a representative of the area fire department to explain and demonstrate along with class participation, use of common fire extinguishers, fire prevention and accident proofing an office. (Objectives 2,5; Resources 1,2,3,4,5,6.)
7. Give a detailed description of the evacuation plan, thereby emphasizing patient/personnel safety. (Objectives 3,7; Resources 1,2,3,4,5.)
8. Explain various types of incidents forms and reasons why forms are required. (Objectives 4,7; Resources 1,2,3,4,5.)
9. Complete a sample incident form. (Objectives 4,7; Resources 1,2,3, 4,5.)
10. Identify and list specific steps to take when "accident-proofing a office," regarding personnel, materials, equipment, signs and physical environment. (Objectives 5,7; Resources 1,2,3,4,5.)
11. List and describe specific safety requirements regarding office safety and compile same into a Safety Manual. (Objectives 6,7; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Community Agencies/Facilities, Organizations.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 7 with 85% accuracy.
2. Instructor's observation and evaluation of demonstration using a specified checklist.

Unit Number: 1012

Unit Title: Pharmacology

Competency #1: Identify and discuss apothecary, metric and household units of measurement.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Compare apothecary, metric and household measurement.
2. Recognize commonly used weights and measures for metric and apothecary measurements.
3. Differentiate between apothecary, metric and household measurement.
4. Utilize basic mathematical skills.

Learning Activities:

1. Make a poster on the different types of measurement. (Objective 1; Resources 1,2,3,4,5.)
2. Make flash cards to be used for drilling. (Objective 1,2,3,4; Resources 1,2,3,4,5.)
3. Use commercial or instructional review sheets on equivalents. (Objectives 2,4; Resources 1,2,3,4,5.)
4. After memorizing the tables, participate in verbal quizzing with the class divided equally and each student eliminated for the wrong answer. (Objective 1,2,3,4; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Competency #2: Describe action, administration, and storage of common dental drugs.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Utilize the major pharmacological reference books for drug information.
2. Describe the action of common dental drugs.
3. Describe methods of administration of common dental drugs.
4. Describe factors and methods of drug storage.

Learning Activities:

1. From an instructor prepared list of drugs, look up the drugs in the reference books and describe the action, administration and storage. (Objectives 1,2,3,4; Resources 1,2,3,4,5.)
2. Complete appropriate assignments in workbooks. (Objectives 1,2,3,4; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.

2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Competency #3: Identify and discuss legal implications regarding medications.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Describe the legal standards and modes of standards for drug administration.
2. Recognize the legal authority for medications administered by licensed personnel.
3. Recognize the dental assistant Code of Ethics.

Learning Activities:

1. Participate in panel discussion discussing solutions to ethical and legal situations involving medications. (Objectives 1,2,3; Resources 1,2,3,4,5.)
2. Complete assignments in workbook. (Objectives 1,2,3; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 3 with 85% accuracy.

Unit Number: 1013

Unit Title: Nutrition

Competency #1: Define and explain proper nutrition.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Discuss the four food groups.
2. Describe the use of six basic nutrients in the body.
3. Differentiate between fat soluble and water soluble vitamins.
4. Define the function of carbohydrates, fats and proteins in a properly balanced diet, listing two food sources for each category.
5. State nutritional requirements for seven age levels (infant, toddlers, pre-schoolers, school-age, adolescent, adult, geriatric).
6. Define, pronounce and spell correctly all important terms in this unit.

Learning Activities:

1. List and discuss the four food groups and compile 10 examples of foods found in each group. (Objective 1; Resources 1,2,3,4,5,6.)
2. List the six basic nutrients, their function and three examples of food sources for each nutrient. (Objective 2; Resources 1,2,3,4,5,6.)
3. List water soluble vitamins and three fat soluble vitamins, explaining how the body stores the two types. (Objective 3; Resources 1,2,3,4,5,6.)
4. List the function of carbohydrates, fats and proteins and list five examples of foods representative of each category. (Objective 4; Resources 1,2,3,4,5,6.)
5. List daily requirements from basic food groups for infants, toddlers, pre-schoolers, elementary school age, adolescents, adults and geriatrics. (Objective 5; Resources 1,2,3,4,5,6.)
6. Keep a week long personal diet record and evaluate according to nutrient, vitamin, basic food group requirements. (Objectives 1,2,3,4,5,6; Resources 1,2,3,4,5,6.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Butterick Publishing Filmstrips: Food to Live On; Food to Grow; and Food for Life Series.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 6 with 85% accuracy.

Unit Number: 1014

Unit Title: Special dental needs

Competency #1: Describe special dental needs of patients with specific conditions.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Discuss special dental problems encountered by the geriatric patient.
2. Explain how educable, trainable, custodial or totally dependent mentally retarded differ and describe their specialized needs for dental care.
3. Describe the special dental needs of patients with diabetes mellitus, epilepsy, muscular dystrophy, rheumatoid arthritis and cardiovascular disorders.
4. Discuss causes, effects, and treatment of oral cancer.

Learning Activities:

1. Interview older people (3) about their dental history and report your findings to the class. (Objectives 1,3; Resource 6.)
2. Observe patient dental care in local pedodontic office, nursing homes and state hospitals during field trips. (Objectives 1-3; Resource 6.)
3. Prepare a written report concerning a special needs patient. (Objectives 1,2,3,4; Resources 1,2,3,4,5,6.)
4. Prepare a treatment plan for a special needs patient. (Objectives 1,2,3,4,5; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Community Agencies/Facilities/Clinics/Organizations

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Unit Number: 1015

Unit Title: Career Opportunity/Employment Preparation

Competency #1: Explore health careers/allied health field.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify work related values, interests and abilities.
2. Describe job outlooks and educational requirements for various health careers.
3. Identify career ladder opportunities.
4. Identify careers according to 13 major categories.
5. Explain career search resources.
6. Define and pronounce all terms associated with this unit.

Learning Activities:

1. Compile a list of your personal work related values, interests, and abilities from list of choices and suggestions. (Objective 1,6; Resource 1,2,3,4,5.)
2. Select and research characteristics of three careers that match your work related values; interests and abilities. (Objective 1,6; Resources 1,2,3,4,5.)
3. Define certification, registration, licensure, technician, technologist, assistant, associate's degree, bachelor's degree, master's degree and doctorate degree. Cite one career example for each educational level. (Objective 2; Resources 1,2,3,4,5.)
4. List 13 categories of health careers and at least three job examples for each. List tasks associated with each job title. (Objective 3,4; Resources 1,2,3,4,5.)
5. List 10 dentist specialty areas, defining each. (Objective 3; Resources 1,2,3,4,5.)
6. Compile a list of 30 names and addresses of career search resources including people, texts, pamphlets, schools, briefs. (Objective 5; Resources 1,2,3,4,5.)
7. Compile a list of health careers with above average job outlooks through 1995. (Objective 2; Resources 1,2,3,4,5.)
8. Compile a list of the 10 highest paid health careers and their educational requirements. (Objectives 1,2; Resources 1,2,3,4,5.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.

4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 6 with 85% accuracy.

Competency #2: Identify and discuss job search technique (include job application, interview and resume).

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Prepare a personal resume.
2. Complete a job application form.
3. Participate in a job interview.
4. Recognize and relate legal responsibilities and dental ethics to interviewer.

Learning Activities:

1. Review several resume formats and select style to use. (Objective 1; Resources 1,2,3,4,5.)
2. Prepare rough draft of resume gathering all personal information. (Objective 1; Resources 1,2,3,4,5.)
3. Type final resume using correct format, spelling and punctuation. (Objective 1; Resources 1,2,3,4,5.)
4. Use computer program for resume preparation. (Objective 1; Resource 8.)
5. Review several health facility job applications and purpose of application forms. (Objective 2; Resource 7.)
6. Discuss abbreviations/terms found on application forms. (Objective 2; Resource 7.)
7. Discuss importance of neatness, completeness and honesty. (Objective 2; Resources 1,2,3,4,5.)
8. Discuss interview techniques, dress and communication skills. (Objective 3; Resources 1,2,3,4,5,6.)
9. Practice firm hand shakes, introductions, voice control, and eye contact. (Objective 3.)
10. List and practice answering common interview questions. (Objective 3,4; Resources 1,2,3,4,5,6.)
11. Role-play interviews. (Objective 3,4; Resources 1,2,3,4,5,6.)
12. Participate in an actual interview with school administration. (Objective 3,4; Resource 6.)
13. Answer job seeking questions from computer programs. (Objectives 1-4; Resource 8.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.

2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Speaker resources from community.
7. Community Agencies/Facilities/Clinics/Organizations
8. Job Seeking Skills - set of 6 computer programs/questions.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Competency #3: List and discuss employment management/retention skills.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Determine net income and calculate personal budget.
2. Identify basic tax forms.
3. Identify fundamental work habits.
4. Define and pronounce all terms dealing with this unit.

Learning Activities:

1. Complete assignment sheet on calculating net/gross income using tax tables. (Objectives 1,4; Resources 1,2,3,4,5.)
2. Prepare a personal budget from assignment sheet questions. (Objectives 2,4; Resources 1,2,3,4,5.)
3. Discuss various basic tax forms with a guest speaker accountant. (Objectives 2,4; Resources 6,7.)
4. Prepare a W-4 form using given income figures. (Objectives 2,4; Resource 1,2,3,4,5.)
5. Discuss and compile a list of work habits suitable for job retention. (Objectives 3,4; Resource 1,2,3,4,5.)
6. List responsibilities of a good employee in regards to maintaining interpersonal relationships on the job. (Objectives 3,4; Resource 1,2,3,4,5.)
7. Discuss employee responsibility with a local health facility employer. (Objectives 3,4; Resource 7.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.

4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Speaker resources from community.
7. Community Agencies/Facilities/Clinics/Organizations

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.

Competency #4: Discuss job mobility, career changes, termination.

Objectives: After completing the learning activities, the student with 85% accuracy will be able to:

1. Identify parallel and upward mobility in health careers.
2. Identify steps necessary for job termination.
3. Prepare a letter of resignation.
4. Describe/differentiate positive and negative reasons for terminating a job.

Learning Activities:

1. Research several newspapers from large cities and rural areas for health-related job availability. (Objective 1; Resource 7.)
2. Create a chart showing lateral and upward career opportunities for dental assistants. (Objective 1; Resources 1,2,3,4,5.)
3. Write a draft, then type a letter of resignation to employer. (Objective 3; Resource 1,2,3,4,5.)
4. List reasons for job termination. (Objective 4; Resource 1,2,3,4,5.)
5. List appropriate steps to follow when terminating a job. (Objective 2; Resource 1,2,3,4,5.)
6. Discuss termination procedures with an employer guest speaker. (Objectives 2,4; Resource 6.)

Resources:

1. Oklahoma State Board of Vocational and Technical Education. Dental Assistant Basic Core. Oklahoma, 1981.
2. Anderson, Pauline C. & Martha R. Burkard. The Dental Assistant. 5th Ed., New York: Delmar Publishers, 1987.
3. Torres, Hazel O. and Ann Ehrlich. Modern Dental Assisting. 3rd Ed., Philadelphia: Saunders, 1985.
4. Simmers, Louise. Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
5. Simmers, Louise. Workbook for Diversified Health Occupations. 2nd Ed., New York: Delmar Publishers, 1988.
6. Speaker resources from community.
7. Local and regional newspapers.

Evaluation Procedures:

1. Written tests, quizzes, and homework assignments which sample objectives 1 through 4 with 85% accuracy.